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ABSTRACT

This basic voter resource book can be used as the basis for a self-contained unit or as a supplement to the Young Voter Campaign of the National Association of Secondary School Principals. Materials, which are suitable for use in secondary social studies, government, and history courses, are divided into five parts. Following an introduction, Part I, "Appreciating the Right to Vote," contains background readings on the history and purpose of voting and two decision-making activities on exercising one's right to vote. Part II, "Understand Voter Registration," contains readings on the history, purpose, and principles of voter registration and exercises for holding a schoolwide registration and a community registration, recognizing and using voter machines, and understanding voter qualifications. Part III, "The Importance of Issues in Elections," consists of background information on issues of today and yesterday, and on special interest groups. Three exercises focus on the process of passing legislations, the issue referendum process, and issue analysis. Part IV, "Candidates, Their Views and Qualities," includes background readings and activities focusing on the process of nomination. "Participation in Campaigns and Elections," part V, contains background material and guidelines for conducting a mock convention. A list of resource materials and a glossary of political terms concludes the publication. (LP)

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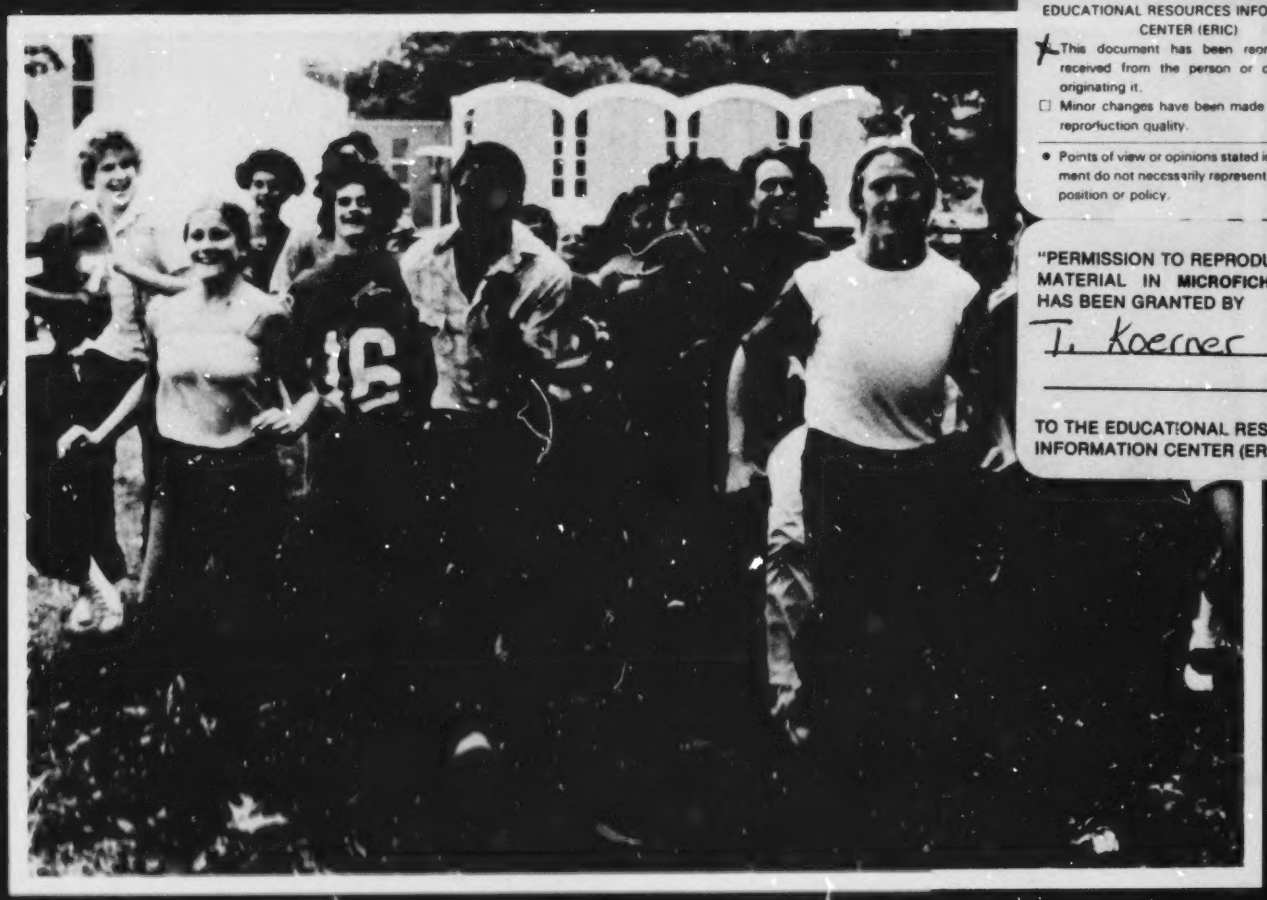

CURRICULUM GUIDE

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Voter Education
Curriculum Guide

Office of Student Activities

National Association of Secondary School Principals

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Foreword

America's young people hold in their hands the future of our democratic way of life. Yet are we adequately preparing them to exercise the rights, to fulfill the responsibilities, and to face the challenges that accompany the coming of age in America?

The essential elements of becoming an informed, active citizen include knowledge of the mechanics of registering and voting; awareness of the important public issues; a background in voter history; understanding of candidates' views and the actions of public office holders; and familiarity with how to influence public events. Such education should not be left merely to chance or to partisan politics — it can and should be made available in our high schools.

Remember, high school students of all ages can play meaningful roles in expanding citizenship education and participation for themselves and for the community. Those students who will be 18 years old by the date of an official election are eligible to register to vote. In many states students may vote in primary elections at 17 years of age if they are registered and will be 18 by election day. A voter education program can play a dynamic role in strengthening the bridge between your school and its community.

The program outlined in this guide calls for a cooperative effort that should involve student councils, social studies teachers, class officers, school newspaper editors, local and state education and election officials, and community organizations. The exact dates and program can be modified to meet your school's needs and state election laws.

Introduction

This Voter Education Curriculum Guide for the '80s is a basic voter resource, self-contained, useful by itself, or in conjunction with NASSP's Young Voter Campaign.

The Young Voters Campaign is a cooperative effort of the Democratic National Committee, League of Women Voters, National Association for the Advancement of Colored People, National Association of Student Councils, National Association of Student Activity Advisers, National Honor Society, and Republican National Committee.

This handy compendium of lesson plans and classroom activities highlights the election process and is a practical curriculum supplement for social studies, government, and history.

The guide is written primarily in terms of education objectives for the students. Included also are lesson plans, a mock convention and election, polls and surveys, lists of multi-media, simulation games, a bibliography, and a glossary of voter terms.

The guide emphasizes the major facets of the political spectrum, and has been designed with a very broad range of students in mind. Any unit can be taught as a distinct lesson. Teachers may select those activities and exercises relevant to their courses and applicable to their students.

The curriculum guide was compiled with help from teachers, high schools, and organizations around the country, the office of the Ohio Secretary of State, and the Illinois State Board of Elections. Some materials are included with the permission of the Close Up Foundation, the National Council for the Social Studies, and the Social Science Education Consortium.

Principals, activity advisers, teachers, election officials, and national organizations all share the goal of making voter education as rewarding an experience as possible for all students and faculty. We hope this compendium contributes to this learning experience.

The NASSP voter education program, as well as this curriculum guide, are designed to renew our young people's faith in the political system. Study units replace skepticism with involvement.

Part I: Appreciate the Right To Vote

A. History of Voting

(Read and discuss)

The right to vote is the most valued privilege in our nation, or in any democracy. Throughout history are tales of struggles to ensure this right and to extend it to others. Throughout the world "free elections" and the "right to vote" symbolize the United States. Our nation holds more elections, elects more public officials, and votes on more issues than the people of any other country on this planet.

Summarize changes in voting history, and how these changes have affected American history following a class discussion of the following events, or after doing further research.

- The first presidential election was held in 1789, and only 138 votes were cast. Nearly 95 percent of the people did not have the right to vote.
- 1796. Political parties began to merge. The Federalist Party of John Adams, and the Anti-Federalist Party of Thomas Jefferson were the forerunners of today's Republicans and Democrats.
- In the early 1800s the requirement that anyone who did not own at least 50 acres of land or its equivalent could go to the polls began to disappear.
- Public Education Laws voted on in state legislatures were funded, and one room schools opened for the first time in New England in the 1820s and '30s.
- 1839. Virginia legislator John Randolph said, "I scarcely believe that we have such a fool in all the state as even to mention the vote by paper ballot."
- The *New York Times* office, November 7, the night of the 1876 Centennial Election. Early returns indicated that Samuel Tilden had been elected president; however, four months later Rutherford Hayes was declared the winner by a single vote.
- Omaha, Neb., 1882, population 40,000. A resident, John Elk, an Indian, was not allowed to vote, nor were Indians anywhere in the country.
- Louisville, Ky., 1888. Arthur Wallace and a group of citizens interested in ballot reform met and drafted a law to amend the city charter. It passed on February 28, and the nation's first secret ballot law with private booths was in effect.

- 1917. Women picketed the White House carrying banners asking "How Long Must Women Wait, Mr. President?" Police arrived and the women were arrested. They refused to pay their fines and went to jail in protest.

- Mobile, Ala., 1928. Only 135 of this city's blacks were permitted to vote. In Birmingham, 300 of 80,000 black citizens were able to vote.

- During World War I, and again in the 1940s during World War II, strong arguments were made for the youth vote. Such slogans as "Old enough to fight, old enough to vote" were very popular, but not until 1971 was an amendment finally passed granting 18-year-olds universal suffrage.

- 1980. The $100 million presidential election with television, radio, jets, and computers. One hundred fifty-five million voters eligible to elect the fortieth president.

B. Leadership in Our Democracy

Contrast changes of leadership in a participatory democracy with changes of leadership in other countries such as:

- Communist countries where, while citizens vote, candidates from only one party appear on the ballot.

- Countries where the will of the people has been expressed only in demonstrations, strikes, and riots; not in an election booth.

- Countries where any opposition to the rule of the dictator was punishable by death, such as Germany under Hitler, or Cuba under Castro.

C. How Elected Officials Influence the Lives of Citizens

- List the ways local, state, and federal governments regulate and influence your daily life.

- Indicate the link between an issue position of a candidate and a regulation by an elected official.

- Explain the influence elected officials have on the actions of their respective governments in the following areas, and relate the explanation to the list you made above:
  - driving age
  - drinking age
  - jobs
  - taxes
  - aid to education
  - community colleges
  - tuition aid
  - mandatory educational requirements
  - school lunch program
  - driver education

- Explain the influence officials have on their respective governments in the following areas:
  - Writing a law and expressing their intent on how and by whom it should be enforced.
  - Deciding how much money a government department or agency will get to enforce the law.
  - Reviewing the way the government is enforcing the law and passing new laws if necessary to change the way the law is being enforced.
  - Helping constituents solve their personal problems with the government.

- Give an example of how one of your elected officials has helped someone in your community solve a problem with the government.

- Give an example of how one of your elected officials has promoted or encouraged economic growth and progress in your community, and has thereby affected the lives of the citizens.

D. Why Each Election and Vote Is Important

- Summarize how one of the following has affected world history in a class discussion or after doing further research.

- One vote made Oliver Cromwell Lord Protector of the Commonwealth of England in 1645.
- One vote caused Charles I of England to be executed in 1649.
- One vote in 1776 determined that Americans would speak English rather than German.
- One vote in 1800 kept Aaron Burr, later charged with treason, from becoming president.
- One vote elected Margus Morton governor of Massachusetts.
- One vote made Texas (1845), California (1850), Idaho (1890), Washington (1889), and Oregon (1859) part of the United States.
- One vote saved President Andrew Jackson from impeachment in 1868.
- One vote changed France from a monarchy to a Republic in 1875.
- One vote elected Rutherford B. Hayes to the presidency in 1876. The man in the electoral college who cast that vote was an Indiana Congressman elected by one vote.
- One vote made Adolph Hitler head of the Nazi Party in 1923.
- One vote in 1941 continued the selective service system only 12 weeks before Pearl Harbor was attacked.

- List recent elections which have been decided by five percent or fewer of those voting.
  - List presidential elections since 1960 which have been decided within five percent of those voting.
  - List senate races in your state since 1960 which have been decided within five percent of those voting.
  - List gubernatorial races in your state since 1960 which have been decided within five percent of those voting.
    (Source: Office of the Secretary of State)

E. Why Some People Vote and Others Do Not

- Interview five adults who voted in the last election to learn what motivated them to vote. Combine your findings with those of classmates to identify the main reasons why people vote.

- Interview five adults who did not vote in the last election to learn why they did not vote. Combine your findings with those of classmates to identify the main reasons why people do not vote.

F. How and Why a Group Has Obtained the Right To Vote

- Explain how the following groups obtained the right to vote and why it was so important to them:

Women	Jews
Youth	Moslems
Indians	Hindus
Blacks	Orientals
Catholics	Hispanics

- Explain, if applicable to the group you selected, how these rights were developed and extended in the 1965 Voting Rights Act and the 1975 Bilingual Amendments.

- Examine current voting trends of the group you chose to determine what percentage of your group votes in comparison to the national average. (See pages 11-14.) Suggest reasons for this voter turnout.

EXERCISE 1:
TO VOTE OR NOT TO VOTE?

PURPOSE

To help students better understand the reasons for, and implications of, voter participation.

BACKGROUND INFORMATION

Participation in elections is tied to a variety of factors, including a belief that elections are relevant to the participant's life and that the act of voting is an effective way to make your voice heard.

ACTIVITIES

- Students speculate about why there are differences in rates of political participation.

- Students speculate about the implications of the political process on the differing rates of political participation by various citizen groups.

- After presenting students with statistics on voter turnout, brainstorm (list on the board) the answers to these questions: Why are some people more likely to vote than others? What kinds of people (characteristics) are more likely to vote?

- Next, have students offer suggestions about the possible consequences of nonparticipation.
  - What kind of government would come about, and how would it affect freedom?
  - Where does such a government exist in the world today?
  - After a few minutes, distribute the Current Issues Inventory (pages 00-00). Have students indicate in Column 1 whether they agree or disagree with each statement. Tally the responses on the board.
  - Use these issues as the basis for class discussions.
  - Next, have each student check off the three concerns listed on the inventory that are of most concern to her or him. On the board, tally the number of students who checked each concern, so that the priorities of the group can be determined. It will become evident that most people have an opinion on most issues and that they feel strongly about a few.
  - Discuss the relationship of issues to individual concerns and how the political process might be used to encourage favorable resolution of conflicts.

RESOURCE PERSONS

It would be appropriate to invite the Democratic and/or Republican county chairperson to talk with the class about efforts to involve more people in the political process. Students might want to ask what each party does to register voters and get them out to vote. How can people become active so their voice can be heard in the party structure? Why should anyone bother? How can someone get their party to become involved on an issue?

EXERCISE 2:
WHY VOTE?

PURPOSE

To help students further appreciate the right to vote and to understand why every vote counts and every election is effective and significant.

BACKGROUND INFORMATION

Elections influence policy decisions and provide a check on government at the local, state, and national levels. The elected official is accountable to the voters and must consider the reaction of voters when making decisions. The 1965 Voting Rights Act and its 1970 and 1975 amendments extended the opportunity to vote to millions of Americans.

The Department of Justice, Voting Rights Section, enforces this act. For more information contact the federal attorney in your state or the Department of Justice.

Once registered, all citizens 18 years of age or older who meet the state and local residency requirements are permitted to vote in the elections of the governmental units in which they reside. However, not all states have voter registration.

ACTIVITIES

- Discuss some of the comments nonvoters have concerning their voting behavior:

■ "Why vote? You never get to vote on the issues that really mean anything."

Throughout the world "elections" and the "right to vote" symbolize the freest democracy, the United States. Our nation holds more elections, elects more public officials, and votes on more issues than any other people across the country. In election after election voters express opinions and give direction to important issues.

■ "Elections don't mean a thing; politicans do what they want!"

Voting is our way of expressing satisfaction or dissatisfaction with public officials and issues. Since voters can respond to the actions of elected officials, the officials seeking reelection must continually consider the reactions of the voters when making decisions.

This need to win voter approval acts as a check on the actions of elected officials and influences public policy. Most political scientists agree that voting is a valuable tool to influence policy decisions and to act as a check on government.

■ "Maybe voting used to mean something, but today the only way to get action is through the courts, protest marches, or boycotts."

The right to vote has been and remains today the most valued privilege in our country or in any democracy. Since the time of hunter-gatherer clans thousands of years ago, through ancient Greece, and during the last 200 years in an accelerated pace, history tells of recurring struggles to gain this right and extend it to others. As recently as the 1960s and early '70s we witnessed struggles to obtain the right to vote, with the 1965 Voting Act suspending poll taxes and literacy tests and its 1975 amendment extending the act until 1982.

The 26th amendment to the Constitution of the United States extended the franchise to nearly 12 million Americans, age 18 to 20, by granting 18-year-olds the right to vote. The fact that groups are still struggling to obtain the right to vote and to extend the franchise to others shows a continuing belief in the power of elections and the strength of the vote.

- Using a county yearbook, or similar sources of information from the office of your county executive, determine the number and kinds of units of government which have the authority to conduct elections. Prepare a chart showing your findings.

  Example:

Federal	City
State	Township
County	Special District

What types of elections does your state hold?

- Write a song or TV or radio commercial, titled "My Vote Does Count."
- Write a short play depicting one group's struggle for the right to vote. Perform the play with others in your class.
- Using information from the office of your county election office determine the percentage of registered voters in your county who voted in the last general election or primary election.
- Plan and present a symposium on the ways elections are effective in influencing public policy.
- Invite an elected official to address the class on "My Responsibility to My Constituency."
- If an election is going to be conducted soon in your community, either join NASSP's Young Voters Campaign or form a committee to encourage people to vote. The committee may: prepare and distribute a short pamphlet explaining why people should vote; make phone calls to remind people of the election and to inform them of the location of their polling place; and, provide transportation to the polling place for people who could not otherwise get there.

(*This work should be done in conjunction with your local election officials who will provide you with the appropriate state and federal statutory requirements. Someone from the elections office could serve as an adviser to the committee.*)

ISE POWER!
REGISTER NOW!

PART II: Understand Voter Registration

A. History of Voter Registration

(Reaa and discuss)

Electoral change accompanied and was in large part caused by the rapid urbanization of America prior to the Civil War.

As early as 1800, Massachusetts, always in the forefront in the early years, enacted a voter registration law similar to the colonial provisions of 1742. Thereafter, voter registration requirements developed rather sporadically.

As urban areas outgrew the controls of traditional community, it began to dawn on ambitious politicans that elections could be controlled through forceful dishonesty. There developed a variety of imaginative mechanisms for throwing elections. Among these, colonizing was perhaps the most spectacular.

Colonizing is, essentially, the raiding of one jurisdiction by voters from another. One Matthew Quag of New York raised colonization to a near art form in 1888 by recruiting thousands of motley Philadelphians to vote in New York. The results, it is said, were sufficient to ensure the election of Benjamin Harrison.

Voting more than once in different precincts or rounding up hoodlums and reprobates to vote on promise of monetary or liquid reward were less spectacular but equally effective devices.

The absence of residency requirements or prior registration invited such schemes as these in a number of the larger metropolitan areas. It is not surprising, then, that registration requirements were first designed for the large cities and, in a few states, remain restricted to such areas.

There were initial problems with registration requirements. Many bills failed to pass for years before they were finally enacted; often they were vetoed by governors; often they were found in violation of the state constitution.

In addition to these problems in the legal process, registration requirements and the methods of registration stirred political problems since many felt, and many continue to feel, that the manner of registration can be intentionally used to exclude from the voting population those people who would be inconvenienced or perhaps not at home at the time of registration. Moreover, the new registration requirements could be used both ways. When registration is handled by corrupt election officials, it is simply an additional weapon in an already impressive arsenal. Several of the early registration laws, perhaps for that reason, succeeded only in making the situation worse.

In time, however, registration and residency requirements were imposed so that today they exist in whole or in part in all but one state. Present systems vary markedly, of course; but the guiding purpose remains the same: It is a control mechanism for an industrial society that formalizes and substitutes for the community controls of a fundamentally agrarian society. The

same kinds of pressures established the Australian paper ballot as the standard method of voting in all states by the close of the nineteenth century.

(*William C. Kimberling, Laws and Procedures Governing Absentee Registration and Absentee Voting in the United States, Bloomington, Ind.*)

B. Purpose of Voter Registration

- After reading about the history of voter registration list the reasons voter registration was instituted.

- Visit or invite to your classroom for an interview the local voter registrar, county or city clerk, or local election administrator.
  - Does your jurisdiction have voter registration? If so, ask how lists of registered voters are used at the polls.
  - What are the state's residency requirements for registration and voting?
  - Are voters dropped from registration lists for nonvoting? (Purged)
  - Where and when may eligible individuals register to vote?
  - Does state law set a deadline for registration?
  - How many residents of your community are registered to vote, and of those how many voted in the last election?
  - Determine what percentage of the voting age population is registered to vote.

- Participate in a student debate or discussion on the pros and cons of legislative proposals such as mail registration, election day registration, or fines for not voting.

C. Applying Voting Principles to Elections

Apply voting behavior principles to recent local and/or national elections.

- Summarize information obtained from your local election official on the percentage of registered voters in your jurisdiction who voted in the last election.

- Compare and contrast figures for voter turnout nationally and locally in the last election. The Bureau of the Census in the U.S. Department of Commerce publishes updated reports of national voter turnout for all federal elections. (Tables 1-4.) The national figures can then be compared with those received from the local election administrator. Make an hypothesis about the reason for any significant difference which may have occurred.

- Compare and contrast previous local election turnouts with the turnout in the last local election. Make an hypothesis on the reason for any significant difference which may have occurred.

- Compare and contrast previous national election turnouts with the turnout in the last national election by referring to Tables A-D. Appraise the hypothesis that voting increases in presidential election years. Explain the reasons for the patterns of voting behavior which you find.

- Interview or invite speakers to come to your school from each of the political parties in your community as well as nonpartisan professional organizations, such as the League of Women Voters or other civic groups.
  - Ask them to list the activities which they conducted in the last election to increase registration and voting.
  - Ask them to list any new activities which they are planning for the next election.
  - Ask them for their comments and opinions on the local and national voting statistics you have compiled.
  - Ask them their opinions on low voter turnout and how it can be increased.

- Compare and contrast voting requirements in other countries with those in the U.S. and list some suggestions to encourage Americans to vote. Analyze the relationship in America and other free nations between voter rights and civil liberties.

RESOURCE PERSONS

It is important to have a resource person who is a registered voter in your county and who is qualified to register voters there. This could be an employee or member of your county board of elections, or an experienced volunteer deputy registrar: League of Women Voters, NAACP, Republican or Democratic Party. The resource person needs to be knowledgeable about the mechanics and the requirements of registration.

These tables were taken from the U.S. Dept. of Commerce, Bureau of the Census, Current Population Reports, Series P-25, No. 732, "Projections of the Population of Voting Age for States: November 1978."

Table 1

Percent Reported Voting by Age, Sex, and Race: November 1976

Age	Total	White	Black	Spanish origin[1]	Men	Women
Total, 18 years and over....	59.2	60.9	48.7	31.8	59.6	58.8
18 to 24 years.....	42.2	44.7	27.9	21.8	40.9	43.4
25 to 34 years.....	55.4	57.3	46.0	29.3	54.6	56.1
35 to 44 years.....	63.3	65.1	54.4	38.6	62.5	67.9
45 to 64 years.....	68.7	69.9	62.3	40.3	69.7	67.9
65 years and over.....	62.2	63.2	54.3	29.9	68.3	58.0

[1]Persons of Spanish origin may be of any race.

Table 2

Participation in Elections for President and U.S. Representatives: 1930 to 1976
(Numbers in thousands. As of November 1. Includes Armed Forces.
Prior to 1960, excludes Alaska and Hawaii)

		Vote Cast						Vote Cast			
Year	Population of voting age[1]	For President	Percent of voting-age population	For U.S. Representatives	Percent of voting-age population	Year	Population of voting age[1]	For President	Percent of voting-age population	For U.S. Representatives	Percent of voting-age population
1930	73,623	(X)	(X)	24,777	33.7	1954	102,075	(X)	(X)	42,580	41.7
1932	75,768	39,732	52.4	37,657	49.7	1956	104,515	62,027	59.3	58,428	55.9
1934	77,997	(X)	(X)	32,256	41.4	1958	106,447	(X)	(X)	45,818	43.0
1936	80,174	45,643	56.9	42,886	53.5	1960	109,672	68,838	63.1	64,133	58.7
1938	82,354	(X)	(X)	36,236	44.0	1962	112,952	(X)	(X)	51,261	46.3
1940	84,728	49,900	58.9	46,951	55.4	1964	114,090	70,645	61.8	65,886	57.8
1942	86,465	(X)	(X)	28,074	32.5	1966	116,638	(X)	(X)	52,900	45.4
1944	85,654	47,977	56.0	45,103	52.7	1968	120,285	73,212	60.7	66,109	55.2
1946	92,659	(X)	(X)	34,398	37.1	1970	124,498	(X)	(X)	54,173	43.8
1948	95,573	48,796	51.1	45,933	48.1	1972	140,068	77,625	55.4	71,188	50.9
1950	98,134	(X)	(X)	40,342	41.1	1974	145,035	(X)	(X)	52,397	36.1
1952	99,929	61,551	61.6	57,571	57.6	1976	150,127	81,603	54.4	74,419	49.6

X—Not applicable.
[1]Population 18 and over beginning 1972; prior to 1972 population 21 and over except population 18 and over in Georgia since 1944, 18 and over in Kentucky since 1956, 19 and over in Alaska, and 20 and over in Hawaii.

These tables were taken from the U.S. Dept. of Commerce, Bureau of the Census, Current Population Reports, Series P-20, No. 332, "Voting and Registration in the Election of November 1978."

Table 3
Reported Voting Rates, by Region, Race, and Spanish Origin: November 1964 to 1978
(Numbers in thousands. Civilian noninstitutional population)

Region, race, and Spanish origin	Congressional elections				Presidential elections			
	1978	1974	1970	1966	1976	1972	1968	1964
UNTED STATES								
Total, voting age.....	151,646	1.1,299	120,701	112,800	146,548	136,203	116,535	110,604
Percent Reported Voted								
Total.....	45.9	44.7	54.6	55.4	59.2	63.0	67.8	69.3
White.....	47.3	46.3	56.0	57.0	60.9	64.5	69.1	70.7
Black.....	37.2	33.8	43.5	41.7	48.7	52.1	57.6	58.5
Spanish origin[1].....	23.5	22.9	(NA)	(NA)	31.8	37.5	(NA)	(NA)
NORTH AND WEST								
Total, voting age.....	102,894	96,505	83,515	78,355	99,403	93,653	81,594	78,174
Percent Reported Voted								
Total.....	48.9	48.8	59.0	60.9	61.2	66.4	71.0	74.6
White.....	50.0	50.0	59.8	61.7	62.6	67.5	71.8	74.7
Black.....	41.3	37.9	51.4	52.1	52.2	56.7	64.8	[2]72.0
SOUTH								
Total, voting age.....	48,752	44,794	37,186	34,445	47,145	42,550	34,941	32,429
Percent Reported Voted								
Total.....	39.6	36.0	44.7	43.0	54.9	55.4	60.1	56.7
White.....	41.1	37.4	46.4	45.1	57.1	57.0	61.9	59.5
Black.....	33.5	30.0	36.8	32.9	45.7	47.8	51.6	[2]44.0

NA—Not available.
[1]Persons of Spanish origin may be of any race.
[2]Black and other races in 1964.

Table 4
Reported Voting and Registration of the Population of Voting Age, by Race, Spanish Origin, Sex, and Age: November 1978
(Numbers in thousands. Civilian noninstitutional population)

Race, Spanish origin, sex, and age	All persons	U.S.citizen						Not a U.S. citizen
		Reported that they were registered						
				Reported voted				
		Number	Percent	Number	Percent	Did not vote[1]	Reported not registered[2]	
ALL RACES								
Both sexes	151,646	94,883	62.6	69,587	45.9	82,059	56,763	5,378
18 to 20 years	12,161	4,217	34.7	2,443	20.1	9,717	7,944	403
21 to 24 years	15,517	6,998	45.1	4,072	26.2	11,444	8,518	660
25 to 34 years	33,372	18,526	55.5	12,677	38.0	20,695	14,846	1,603
35 to 44 years	24,164	16,126	66.7	12,098	50.1	12,066	8,038	1,120
45 to 54 years	22,888	16,543	72.3	12,851	56.1	10,037	6,345	687
55 to 64 years	20,543	15,721	76.5	12,577	61.2	7,966	4,823	362
65 to 74 years	14,729	11,135	75.6	8,858	60.1	5,8 1	3,595	314
75 years and over	8,272	5,617	67.9	4,010	48.5	4,262	2,655	227
Male	71,465	44,756	62.6	33,281	46.6	38,183	26,709	2,363
18 to 20 years	5,963	2,019	33.9	1,206	20.2	4,757	3,944	180
21 to 24 years	7,439	3,271	44.0	1,902	25.6	5,537	4,168	328
25 to 34 years	16,210	8,876	54.8	6,052	37.3	10,157	7,334	736
35 to 44 years	11,616	7,671	66.0	5,778	49.7	5,838	3,944	497
45 to 54 years	11,054	8,006	72.4	6,253	56.6	4,799	3,047	292
55 to 64 years	9,703	7,552	77.8	6,151	63.4	3,552	2,151	157
75 years and over	3,078	2,285	74.2	1,742	56.6	1,337	794	57
Female	80,181	50,127	62.5	36,306	45.3	43,876	30,054	3,015
18 to 20 years	6,198	2,198	35.5	1,238	20.0	4,960	4,000	223
21 to 24 years	8,078	3,727	46.1	2,170	26.9	5,907	4,350	333
25 to 34 years	17,162	9,650	56.2	6,625	38.6	10,537	7,512	868
35 to 44 years	12,548	8,455	67.4	6,321	50.4	6,228	4,094	623
45 to 54 years	11,835	72.1	75.4	6,598	55.7	5,237	3,298	395
55 to 64 years	10,841	8,169	75.4	6,426	59.3	4,415	2,672	205
65 to 74 years	8,326	6,059	72.8	4,661	56.0	3,665	2,267	199
75 years and over	5,194	3,332	64.2	2,268	43.7	2,926	1,861	170
WHITE								
Both sexes	133,370	85,095	63.8	63,108	47.3	47.3	48,276	3,990
18 to 20 years	10,334	3,738	36.2	2,181	21.1	8,154	6,597	307
21 to 24 years	13,335	6,063	45.5	3,555	26.7	9,780	7,272	476
25 to 34 years	29,015	16,446	56.7	11,369	39.2	17,647	12,570	1,085
35 to 44 years	21,143	14,378	68.0	10,899	51.5	10,245	6,766	886
45 to 54 years	20,220	14,806	73.2	11,651	57.6	8,569	5,414	518
55 to 64 years	18,525	14,346	77.4	11,561	62.4	6,964	4,179	268
65 to 74 years	13,273	10,130	76.3	8,167	61.5	5,106	3,143	253
75 years and over	7,525	5,190	69.0	3,725	3,725	3,800	2,336	198
Male	63,307	40,471	63.9	30,425	48.1	32,881	22,836	1,757
18 to 20 years	5,097	1,807	35.5	1,077	21.1	4,020	3,290	139
21 to 24 years	6,486	2,890	44.6	1,694	26.1	4,793	3,596	241
25 to 34 years	14,289	7,988	55.9	5,481	38.4	8,808	6,300	500
35 to 44 years	10,292	6,922	67.3	5,258	51.1	5,034	3,369	400
45 to 54 years	9,825	7,217	73.5	5,719	58.2	4,107	2,608	209
55 to 64 years	8,777	6,921	78.9	5,691	64.8	3,086	1,856	129
65 to 74 years	5,763	4,629	80.3	3,889	67.5	1,874	1,135	88
75 years and over	2,777	2,096	75.5	1,618	58.3	1,159	681	52
Female	70,064	44,623	63.7	32,682	46.6	37,382	25,440	2,233
18 to 20 years	5,237	1,931	36.9	1,104	21.1	4,133	3,307	168
21 to 24 years	6,849	3,173	36.9	1,861	27.2	4,987	3,676	234
25 to 34 years	14,727	8,457	57.4	5,888	40.0	8,838	6,269	585
35 to 44 years	10,852	7,455	68.7	5,641	52.0	5,211	3,396	486
45 to 54 years	10,394	7,588	73.0	5,932	57.1	4,462	2,806	310
55 to 64 years	9,748	7,425	76.2	5,870	60.2	3,878	2,323	139
65 to 74 years	7,510	5,501	73.3	4,278	57.0	3,232	2,009	165
75 years and over	4,748	3,093	65.1	2,107	44.4	2,641	1,655	146

Table 4--Continued

Race, Spanish origin, sex, and age	All persons	U.S.citizen						Not a U.S. citizen
		Reported that they were registered						
		Number	Percent	Reported voted		Did not vote[1]	Reported not registered[2]	
				Number	Percent			
BLACK								
Both sexes	15,636	8,921	57.1	5,812	37.2	9,824	6,716	409
18 to 20 years	1,600	443	27.7	238	14.9	1,362	1,158	33
21 to 24 years	1,862	843	45.3	458	24.6	1,404	1,019	58
25 to 34 years	3,602	1,912	53.1	1,188	33.0	2,414	1,690	124
35 to 44 years	2,570	1,599	62.2	1,077	41.9	1,494	972	62
45 to 54 years	2,273	1,548	68.1	1,039	45.7	1,234	725	71
55 to 64 years	1,786	1,263	70.7	927	51.9	859	523	35
65 to 74 years	1,305	937	71.8	634	48.6	671	368	21
75 years and over	638	377	59.1	252	39.5	386	261	5
Male	6,957	3,882	55.8	2,535	36.4	4,422	3,076	169
18 to 20 years	756	192	25.4	119	15.1	642	564	12
21 to 24 years	804	347	43.1	188	23.4	616	458	22
25 to 34 years	1,591	821	51.6	526	33.1	1,065	770	64
35 to 44 years	1,131	687	60.7	465	41.1	666	444	20
45 to 54 years	1,051	709	67.4	463	44.1	588	343	34
55 to 64 years	814	570	70.0	407	50.0	407	244	9
65 to 74 years	563	405	72.0	272	48.3	291	157	7
75 years and over	247	151	61.1	100	40.5	147	96	2
Female	8,679	5,039	58.1	3,277	37.8	5,402	3,640	240
18 to 20 years	844	250	29.7	124	14.7	720	594	21
21 to 24 years	1,058	496	46.9	270	25.5	788	562	36
25 to 34 years	2,010	1,091	54.3	662	32.9	1,348	920	61
35 to 44 years	1,439	912	63.3	612	42.5	828	528	42
45 to 54 years	1,222	839	68.7	576	47.1	646	383	37
55 to 64 years	972	693	71.3	520	53.5	452	279	26
65 to 74 years	743	532	71.6	363	48.8	380	211	14
75 years and over	391	226	57.8	152	38.9	239	165	4
SPANISH ORIGIN[3]								
Both sexes	6,788	2,233	32.9	1,593	23.5	5,195	4,556	2,137
18 to 20 years	676	128	18.9	74	10.9	603	548	157
21 to 24 years	930	201	21.6	110	11.8	820	729	317
25 to 34 years	1,890	576	30.5	381	20.2	1,509	1,314	652
35 to 44 years	1,305	469	35.9	333	25.5	972	837	454
45 to 54 years	928	423	45.6	342	36.8	586	504	255
55 to 64 years	548	265	48.3	226	41.3	322	283	118
65 to 74 years	334	116	34.7	88	26.3	246	218	115
75 years and over	177	55	31.1	39	22.1	138	122	69
Male	3,165	1,083	34.2	789	24.9	2,376	2,083	984
18 to 20 years	316	72	22.7	44	13.9	272	245	67
21 to 24 years	433	91	21.0	52	11.9	382	342	152
25 to 34 years	903	276	30.6	187	20.8	715	627	313
35 to 44 years	608	214	35.3	157	25.8	451	393	226
45 to 54 years	426	213	50.0	172	40.4	254	213	98
55 to 64 years	268	138	51.7	117	43.6	151	129	60
65 to 74 years	140	47	33.6	36	25.8	104	93	47
75 years and over	72	31	43.4	24	33.2	48	41	21
Female	3,623	1,150	31.7	804	22.2	2,819	2,473	1,153
18 to 20 years	360	56	15.6	30	8.2	330	304	91
21 to 24 years	497	110	22.2	58	11.8	438	387	165
25 to 34 years	987	300	30.4	194	19.6	794	688	339
35 to 44 years	698	254	36.4	177	25.3	521	444	228
45 to 54 years	501	210	41.9	169	33.8	332	291	158
55 to 64 years	280	126	45.1	109	39.0	171	154	58
65 to 74 years	194	69	35.5	52	26.7	142	125	68
75 years and over	105	24	22.7	15	14.6	90	81	48

[1]Includes persons who were recorded as "do not know" and "not reported" with respect to voting.
[2]Includes persons who were recorded as "do not know" and "not reported" with respect to registration.
[3]Persons of Spanish origin may be of any race.

EXERCISE 3:
SCHOOL-WIDE REGISTRATION

PURPOSE

To broaden student understanding of registration and its general rules and procedures.

BACKGROUND INFORMATION

Earlier we discussed reasons people give for not voting. Now we are going to talk about how students who are eligible can conduct a mini-registration drive and fill out a voter registration form.

There are three basic requirements for voter registration:

- You must be a U.S. citizen, either natural born or naturalized.
- In most states you must be 18 years old by election day to vote; however, some states register 17 year olds if they will be 18 by the next election.
- There may be a residency requirement. Your local election official will tell you what it is.

It is important to note that students may continue to vote from their home address if they go into the armed services or if they go away to college. Check absentee voting privileges with your local election official.

ACTIVITIES

- Find out how someone registers to vote. What do they ask? Where do you have to go? Check with your local election official.
- Complete a Voter Registration Form. The following basic information is necessary:
  1. *Name*: first, middle, and last_____
  2. *Present address:* _____
  3. *Birthdate*: _____
  4. *Location of previous registration* (if any): _____
- Investigate your state laws regarding political party registration. Not all states have political party registration. If your state does, it is not necessary to declare party preference. However, only those who declare a preference may participate in partisan primaries. Some forms require the voter to sign a statement that all information provided is true. Because of the importance of the electoral process, any attempt to register or vote fraudulently may be a misdemeanor or even a felony, and can carry penalties ranging from a fine to imprisonment.
- Make arrangements with your local election official for a mini-registration drive so that any eligible student in school will be offered the opportunity to vote.
- Students might conduct a voter awareness drive by carrying out a "literature drop." The drive involves distributing promotional literature door to door in a particular area (ward, precinct, neighborhood, street, or block) which encourages unregistered voters to register. The key to the "literature drop" is not to talk to the occupants but merely to leave the printed materials at their door. Postal regulations prohibit placing anything other than mail in anyone's mailbox. Be sure the students understand that they are not to put their literature in mailboxes. Work with your local election official on this project.

EXERCISE 4:
COMMUNITY REGISTRATION

PURPOSE

To familiarize students with the procedures and importance of registering members of the community.

BACKGROUND INFORMATION

It will be necessary to contact the local board of elections official for assistance in conducting this highly practical lesson.

First, you will need to have an ample number of registration forms available for the person who will be brought in to register the students.

Next, you should make arrangements with the local elections office regarding the necessary materials and procedures for the door-to-door information drive that the students will conduct.

MATERIALS

- See whether the local elections office has a card or form for requesting voter registration information that the students can pass out as part of their drive.

- Arrange in advance a code that can be placed on these blank forms or perhaps use different colored forms so that the election office will know which forms are from the registration drive.

PROCEDURES

Alternative 1. In order to target the literature drop so that only unregistered voters are given the information, you will need street lists of registered voters. Your local elections office has this information. Students will then be instructed to leave their literature at those addresses not on the lists.

Alternative 2. To make it easier, instruct the students to leave their literature at every house within a designated area (precinct, neighborhood, street, or block). We encourage you to work with your local election office.

ACTIVITIES

This is a very straightforward lesson — just information, and a real, though small-scale, information drive.

- Teacher gives brief lecture based on background information, outlining the requirements for registering and voting and the different ways to register.

- Teacher introduces resource person, who provides additional information, if necessary, about registration and answers student questions.

- Resource person registers all students who are old enough, while the rest of the students prepare their materials for the drive. The resource person fills out cards for ineligible students but writes VOID across them.

- Students list a number of requirements for registering.

- Students indicate two ways or places to register to vote.

EXERCISE 5:
VOTING DEVICES

PURPOSE

To introduce the students to the various voting devices currently used and to make them aware of why and where voting devices are required and the criteria for their use.

BACKGROUND INFORMATION

People vote not only on paper ballots, but also using lever-type machines, electronic machines, punch-cards, and scanning devices. Voting devices generally count the votes faster and more accurately than is possible with paper ballots and reduce the possibility of error or fraud.

Most state laws require that voting devices be used in heavily populated counties and in heavily populated municipalities having a board of election commissioners.

To protect the voters' rights all voting devices must be certified by the State Board of Elections before being used.

The voting device affords each voter an opportunity to vote in total privacy, to vote either a straight party ticket or a split ticket, to write in votes for candidates not listed on the ballot, and to vote for all candidates for whom the voter is entitled to vote. Privacy is necessary to protect the voter from undue influence, persuasion, coercion, or bribery when voting. It protects the voter's right to express his or her own private opinion. The voting device must also prevent the voter from overvoting, thereby invalidating the choice.

Now let's take a closer look at the voting devices currently certified in states around the country.

Punch-card Voting Systems utilize a punch card and an envelope as a ballot, a ballot holder with a stylus for voting; and a computer for tallying the vote. After having his or her registration and identity confirmed, each voter is handed a punch-card ballot and an envelope. Both the card and the envelope are initialed by a judge of election.

The ballot card is a standard data processing card on which rows of numbers are printed. Each number is pre-assigned to a particular candidate and represents the candidate in the computer program. The candidates' names do not appear on the ballot card but are listed on ballot pages attached to a holder found in each voting booth.

In the voting booth the voter inserts the ballot card through a slot in the holder. This holder is called a "vote recorder." To vote the voter pushes the stylus through the hole opposite the name of the candidate of his or her choice, punching a hole through the corresponding number on the ballot card. If the voter makes an error or changes his or her mind a new ballot card may be obtained. The old card is returned to the judges of election. It is neither looked at nor counted.

After the voter has voted, the card is removed from the recorder and placed in the envelope. The envelope is also used for write-in votes. The envelope containing the ballot card is dropped into the ballot box.

After the polls close the judges of election count the write-in votes on the envelopes. The ballot card is delivered to a counting center and is counted by computer. The computer automatically rejects all votes for any office for which the voter has over-voted. The computer count is accurate and much faster than counting votes on paper ballots.

Lever Type Machines are complete within themselves, even forming their own voting booths.

After the voter's registration and identity are confirmed, the voter steps within the curtained area attached to the machine. A judge of election activates the machine from the outside, permitting the voter to proceed with the voting process. The voter closes the curtains by pulling a large lever. At the same time the lever "opens" the machine to record the vote.

The entire slate of candidates appears on the face of the machine in much the same form as on a paper ballot. Next to the name of each party and each candidate is a small lever. As the voter flips the lever next to a candidate's name, an "X" appears next to the name. When the maximum number of votes has been cast for an office, no other levers associated with candidates for that office can be moved. This prohibits over-voting. If the voter changes his or her

mind while still in the booth, the voter may return any lever to its original position, removing the "X", and vote for another candidate. A voter may vote a "straight" ticket by flipping the lever next to the party name. When a party lever is moved, "X's" appear before the names of each of the party candidates. Write-in votes may be made under push-up slides on the machine.

When finished, the voter reverses the large lever which initially closed the curtains. This clears the face of the machine of all votes, records the vote on counters, opens the curtains, and locks the machine to prevent additional voting until the judge activates it again for the next voter.

After the polls close the judges of election simply read the counters on the back of the machine, or a printout from the counters, for the results. Other counters also appear on the machine which show the total number of votes cast during the day. These counters provide a check that the number of votes cast on the machine and the number of legal voters are the same.

Electronic Machines certified for use in most states consist of two parts, a voting unit and a data center. The voting unit resembles a large table model television set. It stands on its own storage cabinet when in use. A curtain is attached to the front to ensure secrecy.

When the voter is authorized to vote, he or she steps within the curtained area of the voting unit. The judge of election activates the machine, causing the first page of the ballot to appear on the face of the machine. The names of the candidates appear in eight rows of six columns, each above a pushbutton. The voter votes by pushing the button under the name of the candidate of choice. After the button is depressed, an "X" appears on the face of the button. When the maximum number of votes have been cast for an office, no other buttons associated with that office can be depressed, preventing over-voting.

The voter views successive pages of the ballot by pressing the "new page" button, and proceeds to vote for the candidates on each page. A "review ballot" button permits double checking of the votes cast on each page. At any point in the voting process the voter may change a vote by pressing the button associated with the vote to be changed. This causes the "X" light to go out and activates all the buttons associated with the candidates for that office. A write-in button is also on the face of the machine.

When the voter has completed the selection process, he or she records the vote and clears the face of the machine by pressing the "register votes" button. No other votes may be cast on the machine until it is activated again by a judge of election.

Electronic impulses carry the vote from the voting unit to the data center where it is stored in solid-state memory. After the polls close, the judges quickly and easily read the vote totals from the memory display. They also cause the information in memory to be recorded on a magnetic tape. The tape cartridge is then sealed in a security box and is available in the event of a vote recount.

A Scanning Device uses a paper ballot. However, rather than marking an "X," a blank square or circle exists and a special pencil is used to fill in the area. A special scanning device at the nearest office of election is used in tallying the vote totals.

ACTIVITIES

- If a voting device is used in your area, invite the county clerk or the chief clerk of the board of election commissioners to demonstrate how to vote on the device. Discuss with the election authority how one may vote a straight ticket, a split ticket, or a write-in on the voting device and how the voter is prohibited from over-voting.

- In an effort to educate future voters, prepare an article for the school paper explaining the method of voting used in your area. If voting devices are used, describe the devices and how to use them. If paper ballots are used, illustrate the correct way to mark the ballot.

- If a voting device is relatively new in your area, explain its use to the residents of the local homes for the aged and nursing homes. A demonstrator machine may be available from the election authority.

- Form two teams to debate "Be it resolved: Voting devices should be required for use in all elections."

• Invite polling place workers to address the class concerning their duties. In particular, discuss the procedures after the polls close. If the judges have had experience with paper ballots as well as with a voting device, ask them to compare the methods of voting and the time spent determining the final count.

• Arrange for a field trip to the Election Commission Office to view the voting devices and find out about election night activities.

EXERCISE 6:
VOTER QUALIFICATIONS AND REGISTRATION

PURPOSE

To help the students appreciate the right to vote and to develop an understanding of voter qualifications, registration requirements, and the national trends affecting voter registration procedures.

BACKGROUND INFORMATION

The democratic concepts found in our Constitution secured for the people the power to govern through the right to vote. It provides for "the people" to elect, either directly or indirectly, those who serve in the legislative and executive branches of government.

Who are "the people"? This was one of the main concerns of the delegates at the Constitutional Convention in 1787. After much debate, it was agreed that each state would determine the qualifications of its electors. The power to determine voter qualifications remains with each state today rather than with the federal government. Such qualifications, however, must not violate the rights guaranteed by the Constitution.

Originally, voting rights were limited in most states to male landowners at least 21 years old. Gradually, in state after state, the link that joined the right to vote with property ownership was destroyed, and by 1860, almost all white male adults had the right to vote.

The ratification of the fifteenth and nineteenth amendments to the Constitution substantially increased the number of blacks and women qualified to vote. To ensure compliance with these amendments, Congress was given the power to pass appropriate legislation with the Voting Rights Act of 1965 and its amendments. One of the key provisions of this act requires that those jurisdictions covered conduct bilingual elections where appropriate.

Today registration is seen by some as a means of limiting the right to vote to those who have the know-how, the time, and the incentive to get registered. A state may set its own qualifications for participation as long as a person's constitutional rights are not enfringed upon. Historically the trend has been toward expanding the voter population by relaxing registration laws and simplifying registration procedures.

ACTIVITIES

• Obtain a copy of the registration form used in your election jurisdiction. Indicate on the registration card which information requested is to determine voter qualifications and which is to establish the identity of the applicant.

• Prepare to discuss the answers to the following questions:
  — Suppose a woman registers and then gets married, changing her name. If she does not move may she vote without re-registering?
  — Suppose a man registers to vote and then moves within the same precinct. May he vote without transferring his registration?
  — Suppose someone registers to vote and then moves out of the precinct. May that person vote without transferring the registration?

- Find out if a student attending college out of state is permitted to register to vote in his or her home state. Report your findings to the class and explain how living out of state while attending school affects residence.

- Form two teams to debate "Be it resolved: Stricter voter registration requirements should be established."

- Contact your local elections official to learn about registration procedures. Register to vote, if you qualify. Report what you learn.

- Form two teams to debate "Be it resolved: Voter registration as a qualification for voting should be abolished."

- Visit the office of your local election official to learn how the registration records are kept current.

Toby Moffett
ED BEARD
FISHER
SPELLMAN
FOR CONGRESS
BOB EDGAR
MO

PART III: The Importance of Issues in Elections

A. Issues Today, Yesterday, and Tomorrow

Throughout America's history issues of one kind or another have been the focal points for political discussion, debates, reform, revolution, and steady social change. The issues, the leaders, and the interest groups which championed them in many ways have been instrumental in the emergence of today's democratic civilization.

An election often brings about many issues of special public concern around which people with common interests form groups and exert political influence by generating public support, working for candidates and specific legislation, and voting.

Interest groups cover a whole range of issues and many have offices in Washington, D.C., or in the state capitals where staff members spend most of their time trying to gain support on issues that are important to their members.

B. How Issues of the Past Are Institutions of Today

Consider how each of the following issues have affected living and lifestyles, either with classroom discussion, research projects, debates, reading files, or committee reports. Describe each in the context of the times.

- freedom of religion
- free press
- trial by jury
- right to vote
- public schools
- social security
- civil rights
- medicaid

C. Issue-Oriented Interest Groups and How They Function

Investigate the number and kinds of issue-oriented groups that function in your community and at the state capitol.

Choose an issue that you feel strongly about. It can be a school, community, state, national, or global issue. Find out what interest groups are involved on both sides and their viewpoints. Plan ways in which you could participate in an organization working on your issue.

Research one of the large interest groups such as the Sierra Club, NOW, the United Farm Workers, or the NAACP and determine the issues of direct concern to that group.

D. Major Issues

The major issues, discussed and debated in recent times by political candidates in the newspapers, magazines, on the radio, and television, are outlined and in a variety of ways can be covered in the classroom. Students should be encouraged to add, discuss and develop their own issues.

COMMUNITY ISSUES	AGREE	DISAGREE	PRIORITY
Motorcyclists should be required to wear helmets			
The drinking age should be 18			
Smoking should be banned in public buildings			
High schools should have designated smoking areas for students			
Marijuana should be legalized			
Our town should have a curfew			
Add other local issues, such as a teen center, need for a stop light, a school levy			

NATIONAL ISSUES	AGREE	DISAGREE	PRIORITY
Equal Rights Amendment			
National health insurance			
Balancing the budget			
100 percent parity for farmers			
Welfare reform			
Nuclear power plants			
Gasoline rationing			
Draft for men and women			
Decontrol of the price of oil			
Inflation policy			
Cost of living policy			
Jobs policy			
Government regulation			
Futures policy			
Public transportation			

INTERNATIONAL ISSUES	AGREE	DISAGREE	PRIORITY
Energy shortage			
Food supply			
Population increase			
Weapons build-up			
Population			
SALT Treaty			
Helsinki Accord			

United Nations _____
Defense budget _____
Multilateral disarmament _____
Global democracy _____
Space law _____
Human rights _____
Law of the sea _____
_____ _____
_____ _____
_____ _____
_____ _____

As you begin thinking about the local, national, and international issues, which do you believe are the most important? That is, what do you think should be our national priorities? In the space provided, rank the various issues to come up with your list of our priorities. Be prepared to support and defend these views in your class.

E. Conduct a Community Survey of Issues

Conduct a community survey to determine which election issues are most important to your community. Select one of these issues and work on it with several other students in your class. (Other students may select other issues to research and work in small groups.)

- Compare and contrast both viewpoints on the major issue.
- Support the viewpoint you think is best.

F. Republican and Democratic Party Platforms

Every four years the various stands on issues are voted on and decided at the Democratic and Republican National Conventions. Current Republican and Democratic Party Platforms can be obtained by contacting the state committee or national headquarters in Washington.

EXERCISE 7:
FROM CONCERN TO ISSUE

PURPOSE

To help students appreciate and develop an understanding about the process of changing a concern on an issue into a legislative solution.

BACKGROUND INFORMATION

The first step in doing something about an issue is to determine what level or levels of government — local, state, or national — deal with the concern. Once this is decided, the next step is to process the concern. There are two ways of translating a concern into an issue:

- *The legislative process*: Write or phone the appropriate legislator or elected official. Encourage others to do the same thing; there is strength in numbers. If enough people voice their opinions on the issue it is doubtful you will be overlooked. Do you know anyone who is a member of that legislative body? If not, do you know anyone who in turn knows a member?

Work to defeat the legislator who opposes your view on the issue or work to help elect legislators who share the same views.

• *The initiative/referendum.* If you are unable to get any cooperation from the appropriate elected officials to deal with your concern, there is the alternative of going directly to the ballot, using the initiative or referendum petition to get your concern before the voters as a ballot issue.

The initiative and referendum were first instituted in the United States during the progressive era of the late 1880s and early 1900s. Of the 23 states with constitutional provisions allowing initiative, only four have been enacted since 1918. With the passage of Proposition 13 in California in 1978, the benefits of participatory or direct democracy have been a subject of increasing public debate.

In the initiative procedure, legislation may be introduced or enacted directly by people signing petitions. By obtaining a designated number of signatures an issue can be placed on the ballot.

A referendum measure is an issue put on the ballot by the legislature for the people to vote their approval or rejection. Today 24 states have such referenda as part of their electoral process.

Most charter cities have provisions for petition or initiative ordinances. Some state constitutions provide for initiated laws to be placed before the voters at the state level. The processes vary but all require the following:

- A committee prepares the wording that people will be asked to sign.
- That wording must be approved by the attorney general.
- Petitions are circulated throughout the state. The number of signatures required varies from state to state.
- All the signatures must be checked to see that everyone who signed is a registered voter.
- If this is all done properly and in time, the question appears on the ballot for all the voters in the state to decide.

The two things these ways of translating a concern into an issue have in common is that they take a great deal of hard work and they take the organized efforts of many people.

ACTIVITIES

- Find out if your state has initiative or referendum procedures.
- Research those issues, if your state does have this electoral measure, which have appeared on the ballot in the last five years and the outcome of each.
- Research Proposition 13 in California.
- Interview five people who have been actively involved in a recent petition drive.

EXERCISE 8:
ISSUE REFERENDUM: CITY TRANSIT

PURPOSE

To broaden students' understanding of the issue referendum process.

BACKGROUND INFORMATION

In 24 states the popular referendum is used in much the same way as in the following case study.

- The city transit system has put a tax question on the ballot for the voters of the city to decide. The wording on the ballot will read:
  Shall there be additional tax of $1 million real estate for the purpose of operating funds for the transit system?
  _____For the levy _____Against the levy

A coalition has formed to support the levy and another one has formed to oppose it. Among those who support it are the mayor, members of the Chamber of Commerce, senior citizens groups, and a group that calls itself Citizens Who Ride the Bus. The opponents include the local realtors association, the local chapter of the auto club, Citizens for Low Taxes, and a group called Suburban Opponents of Public Money for Buses.

All of these groups and many individuals are engaged in a wide variety of activities in an attempt to influence voters. The mayor has made TV and radio commercials urging support for the levy. The Chamber of Commerce paid for those commercials and provided fact sheets to newspapers, radio, and TV, as well as buying ads in the local newspapers. Senior citizen groups have organized a protest march down Main Street with banners and placards announcing their support. They have also written personal postcards to their friends and letters to the editors of the local newspapers. Citizens Who Ride the Bus have provided speakers to civic groups and notices to church and organizational newsletters.

The opponents have been equally active. The realtors have held a number of press conferences to explain their opposition and have paid for several ads on radio, TV, and in newspapers. The local chapter of the auto club has established a telephone hotline to answer questions and has put out information brochures that explain their opposition. The Citizens for Low Taxes have taken literature door to door and provided speakers for debates, coffees, and talk shows. The Suburban Opponents have not done anything specific, but have complained to the news media that no one is paying attention to them.

Both sides prepared carefully-worded explanations of their positions for the local newspapers to print the week before the election. Neither political party has taken an official position on the issue, nor have any of the local elected officials except for the mayor. The local League of Women Voters published an explanation and arguments for and against the levy.

Both sides agree on few facts: The levy is for $1 million, which is one dollar on every $1,000 of the taxable value of a property. They do not agree how much that will cost the average homeowner. The supporters say it will average $17 per homeowner, the opponents say $43. Both sides agree that an average of 27,000 people ride the bus every day. But the supporters say more than 250,000 people in the city do not ride the bus every day. The supporters say the bus saves the commuter money, cuts down on traffic congestion and air pollution, provides the only means of transportation for many disabled, elderly, and low-income people.

Opponents say the public should not subsidize a service used by so few, that the bus company would not need the money if it had better management. The supporters say more money would enable them to provide better service, increase ridership, and reduce the need for public subsidy. The opponents say they should increase their ridership and use that extra income for improving service.

The mayor says better mass transit will make a more prosperous community; the Chamber says it will attract business; the senior citizens are fearful of higher fares and less service; and the Citizens Who Ride the Bus want to avoid buying a second car to commute in.

The realtors fear higher taxes will hurt their sales; the local chapter of the auto club fears loss of the gas tax revenues to build better highways; the Citizens for Low Taxes don't want more taxes for any reason. And the Suburban Opponents want to get their name in the paper because they are opposed to school busing and believe the two are somehow connected.

PREPARATION

Make enough copies of this case study so each student can have one.

ACTIVITIES

- Have students brainstorm about translating concerns into issues based on the information provided.

- Have students read the case study. Use the following questions to analyze the case.
  - What is the issue in this case?
  - What are the facts in the case?
  - Which statements are in dispute?
  - What kinds of activities are people engaged in to win voter support?
  - What are the political objectives of these groups?
  - How are the groups trying to achieve those objectives?
  - What is your opinion of the political actions of the persons or groups in this case?
  - Which groups do you think are taking more or less effective action?
  - If you were voting on this transit levy, how would you vote?
  - Which sources of information used in the case appear to be most influential?
  - Which sources would influence you the most?

If we could be sure that everyone had the same facts, could we be sure they would all agree on the issue?

RESOURCE PERSONS

A spokesperson for an issue campaign or local protest could be asked to discuss the referendum process. The discussion should be on the nuts and bolts rather than the merits of the issue. Enlisting help, getting a committee together, organizing, raising money, resolving conflicts within the groups, preparing information, and gathering signatures are some suggestions on how to effectively relate the process to the students.

A losing cause can be as instructive as a winning one. It need not have been a ballot issue. A group of parents protesting a curriculum change in the schools, a group trying to get a teen center, a controversial rezoning or the like could be a good example. If you are completely stumped or are new in the community, ask your Board of Elections for one or two names of people who have been involved in ballot issues (local and state) in your county in the last few years.

EXERCISE 9:
ISSUE ANALYSIS CENTER

PURPOSE

To encourage students to become more informed and up-to-date on current political issues, candidates, and events.

BACKGROUND INFORMATION

Since America's beginning issues have played a very important part in the development of our democratic way of life. Today the issues that candidates stand for determine the voter's preference, and, on election day, who gets elected.

ACTIVITY

An issue analysis center can be started for the purpose of collecting, analyzing, and distributing news releases, and emphasizing topics involving political candidates and issues. It serves to educate students in the manner of objective reasoning and to offer insight to the pragmatic operations of electioneering.

The issues analysis center requires a bulletin board strategically located in the school building. Its function is to provide information concerning the practical development of election campaign issues. It should be located in an area with sufficient room for students to examine and discuss issue priorities and bulletin board composition, and should be easily accessible and visible for all students to observe.

Once a site is located, the board should be arranged as follows:

	International	National	Local	State
Potential Issues				
Issues				
Effect on Campaign				

A table should be placed under the bulletin board for boxes and file folders in which to store back clippings. Students should collect articles on a daily basis from international, national, state, and local publications. Some recommended sources for articles are:

1. Local newspaper
2. *New York Times*
3. *Los Angeles Times*
4. *Washington Post*
5. *Time*
6. *Newsweek*
7. *U.S. News & World Report*
8. *Foreign Affairs*
9. *National Review*

PART IV: Candidates, Their Views and Qualities

A. The U.S. Constitution, Article I Sections 2C and 3A

Article I, Section 2c & 3a: "Representatives . . . shall be apportioned among the several states . . . according to their respective number . . . determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three-fifths of all other persons. The Senate of the United States shall be compose of two senators from each state."

Today in Washington the United States Congress is composed of men and women, 100 senators, and 435 representatives. Across the nation are state legislatures and city and town councils and mayors. All are elected.

B. Candidate Checklists

One of many problems confronting the potential voter is deciding whether or not the candidates for public office are suitable and deserving of support.

To make the selection easier, watch each candidate in the campaign, listen to him speak, and examine the political record to see if his stand on issues is in agreement with your own.

In discussions or research reports develop criteria for a candidate checklist in order to make a rational choice on candidates. These criteria might include the functions of the particular office sought, a candidate issue orientation, party identification, and other personal and professional data that the class finds appropriate.

Have students write a job description of each office up for election, including functions and responsibilities, so they will better understand the abilities, experience, and qualifications needed to successfully manage the elected position.

The Major Current Issue section can be used to determine a candidate's position on various issues.

The Candidate Checklist can be applied to any candidate. It enables students to identify qualities valued and not valued, and to roughly compare the extent to which they favor or do not favor different candidates.

Ask students to rate each of the major candidates in terms of their own checklists. Tally the total "satisfactory" and "unsatisfactory" ratings given for each candidate. Next, enter the totals on the Candidate Tally Chart so that students can easily compare their ratings of the candidates.

At this point in the lesson the teacher should ask students to reveal their candidate preferences by a show of hands. Students then should discuss their ratings of the candidates in terms of the checklist. Through this discussion, the teacher can focus the attention of students on the qualities which they value in a candidate and the grounds for their valuing of these qualities. The Democratic and Republican parties, as well as publications from the League of Women Voters, provide useful sources in identifying a rational and reasonable candidate checklist.

Candidate Checklist

NAME_____

Section I: Job Description

Office Name_____

_____

_____

_____

Section II: Personal Ratings

Qualities (satisfactory/un) (satisfactory/un) (satisfactory/un)

_____

_____

_____

_____

_____

_____

Sub Total

_____

Section III: Important Issues

(Does the candidate agree with your views about these areas of concern?)

_____

_____

_____

_____

_____

_____

_____

Sub-Total _____

Grand Total _____

Section IV: Candidate Talley Chart

	Personal Qualities (satisfactory/un)	Issues (satisfactory/un)	Total (satisfactory/un)
Democrat			
Republican			
Independent			

Write the sub-totals for each candidate that were yielded by your responses to each section of the checklist in the appropriate space.

Answer these questions about your responses to the checklist and tally chart:

- What qualities of the candidates do you value?
- Why do you value these qualities?
- Which of the current candidates possesses more of the qualities which you value? Explain.

C. Determining the Positions of the Candidates

Summarize the views of each candidate on a major issue based upon one or more of these:

- Interview the candidate in person, by phone, or with a visit to the school;
- Read newspaper and magazine articles on the candidate's views on this issue;
- Read the candidate's own material on his or her view on this issue.

D. Predictions for This Election

Test the following hypothesis: Voter turnout increases as the differences on issues between candidates increase and become well known.

- Before the election predict whether voter turnout will be heavy or light based on the response to your survey on the issues and your survey of the candidates' views.
- Before the election predict which candidate will win based on the issues and the responses to your survey.
- After the election determine whether your predictions were correct and explain the results.

EXERCISE 10:
GETTING ON THE BALLOT

PURPOSE

To make students aware of candidate qualifications and of the procedures a candidate must follow to get his or her name on the ballot.

BACKGROUND INFORMATION

On the day of the general election when the ballot is distributed to the voter, the candidates' ordeal is over, and their fate lies with the voter.

Most voters are aware of the weeks, months, and even years of campaigning that the candidates have faced, but few are aware of the qualifications and procedures required to get their names on the ballot.

The qualifications for candidacy vary with the unit of government and with the office. Most, however, pertain to citizenship, age, and residency. The following qualifications for U.S. senators and U.S. representatives are set forth in the Constitution:

> No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a Citizen of the United States, and who shall not, when elected, be an inhabitant of that State for which he shall be chosen.
>
> No Person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a Citizen of the United States, and who shall not, when elected, be an inhabitant of the state in which he shall be chosen.

The qualifications for all other candidates in a state election may be found in the state constitution. For example:

> To be eligible to hold the office of Governor, Lieutenant Governor, Attorney General, Secretary of State, Comptroller or Treasurer, a person must be a United States citizen, at least a certain age, and a resident of this State for a designated number of years preceding this election.

ACTIVITIES

- Have the students interview local elected officials to learn about the procedures they followed to get their names on the ballot for different offices.

- Research independent and minor party candidates to determine how they got on the ballot.

- Encourage the students to discuss why the qualifications for candidacy generally pertain to citizenship, residency, and age.

- Have the students present a symposium to discuss the following questions:
  - Which qualifications for candidacy are most important? Why?
  - Which qualifications for candidacy might be modified? Why?

- Discuss with the students the purpose of nomination papers. Encourage the students to develop nomination paper requirements which might be used in student council and class elections.

- Give the students an opportunity to discuss why it is important for candidates to disclose their economic interests. Discuss such questions as:
  - If a candidate for treasurer has interest in a bank, how might this influence his actions, if elected?
  - If a legislator owns a roadbuilding company, how might this influence his vote on certain bills? Do you think such an official should refrain from voting on such bills? How can he represent the people if he does not vote?
  - Do you think certain economic interests should be made public as the law now requires, or does a candidate have a right to privacy?

- A primary election in which the voter is not required to state his or her party preference is called an "open" primary. Have the students do research to learn if any states have open primary elections.

- Encourage the students to learn the names of their representatives in the City or General Assembly. Have them periodically investigate the records of these legislators on issues of interest.

EXERCISE 11:
THE PRIMARY ELECTION

PURPOSE

To make the students aware of the purpose of the primary elections, of the differences between open and closed primaries, and of the offices to be voted upon in upcoming primary and general elections

BACKGROUND INFORMATION

Primary elections are held in states selecting the Republican and Democrat nominees for the offices to be voted upon in the general election in November. In these elections the following offices may be under consideration:

- President (all states)
- United States Senator (1) (6-yr. term) (1/3 of Senate) (most states)
- United States Representatives (2-yr. term) (all states)
- State officers, and in some states local officials

The general election determines who is elected; the primary election decides who will run in the general election with party support.

There are two kinds of primaries — open and closed. Those persons who are registered partisans, or those who wish to declare party preference may vote in a closed primary. In an open primary election the voter need not declare party affiliation.

Those favoring an open primary argue that voter participation is increased and thus the nominating process is better served. They feel that many voters object to making a public declaration of their party preference, even though they may consider themselves committed to a particular party. In addition, since the party affiliation is recorded on the voter's registration card and is available for public review following the election, there is concern that this information may be used for or against government employees. For these reasons, the proponents of an open primary feel that the right of the voter to a secret ballot should not be violated by requiring the voter to express party choice to vote in the primary.

Supporters of a closed primary generally believe in a strong party system and point out the primary is a "party election." They feel that the party should be able to select its own nominees without interference from non-party-members.

ACTIVITIES

- Encourage the class to discuss the pros and cons of a closed primary. Allow each student to decide for himself whether an open or closed primary is better for the state.

- In preparation for becoming an intelligent voter, have the students research the duties and responsibilities associated with each of the offices to be voted upon in the next election in your area.

- Prior to any announcements of candidacy, and using the information gathered in Activity 3, encourage students to establish job qulification for each of the offices to be voted upon. Then as the candidates become known, allow each student to compare each candidate's qulifications with the unbiased list of qualifications.

- Have the class develop and maintain an election central information center. The center may display newspaper editorials, news items, campaign literature, and so on. Be sure each item is current and pertinent. Be certain that editorials and other biased materials are so labeled. If possible, materials from more than one source should be displayed.

- Have the class list controversial issues and areas of concern associated with the next election in your area. Allow each student to determine the order of his or her own priorities from the subjects on the list. As the issues are discussed by the candidates, encourage each student to make a chart comparing the candidates' views on each of the priority subjects. The list of issues may be altered and priorities may change as each student becomes more knowledgeable.

- Encourage students to investigate the issues associated with the next election in your area. Have students play the roles of citizens and candidates, and speak out on the issues at a mock public meeting. Remind the students that all statements must be factual, and supported by evidence.

EXERCISE 12:
DEVELOPING CANDIDATE MATERIALS

PURPOSE

To help students better understand the various kinds of campaign materials.

BACKGROUND INFORMATION

Campaign brochures and ads serve a useful purpose; however, it is important for students to realize that campaign brochures are biased. They are meant to convince the readers to agree with a certain point of view.

Important ingredients of any piece of campaign literature include:

- The name of the publishing organization
- Identification of the issue that is being presented.
- Several reasons why the voter should agree with the position being presented in the brochure.

ACTIVITIES

Divide the class into two committees.

Each committee is to produce three pieces of campaign literature, each to be directed at a particular population.

When all campaign literature has been produced, each committee should have the opportunity to evaluate the opposition's literature. As an alternative, a resource person might be asked to evaluate the campaign literature in terms of the purposes and audiences for which it was developed.

RESOURCE PERSON

Several kinds of people would be appropriate resource persons for this lesson: A campaign chairperson, the person who was in charge of media or public relations for a campaign, a candidate, or a panel of persons.

HELPFUL HINTS

A piece of campaign literature, for the purpose of this lesson, could be a radio, TV, or newspaper ad; or a brochure.

EXERCISE 13:
PERSPECTIVE OR PERSUASION IN THE NEWS

PURPOSE

To help students become more aware of the impact of newspaper headlines and content.

BACKGROUND INFORMATION

Newspapers may editorialize on the editorial page. Should they do so in any other part of the newspaper? Do they?

There are several ways in which a newspaper can influence its readers: the wording of headlines, the location of the article, use of flattering or not-so-flattering pictures.

Some newspapers use these techniques on rare occasions; others use them regularly.

PREPARATION

- Make copies of the Strong and Goodwin Election handout.
- Make copies of the Secretary of Energy handout.

ACTIVITIES

- Have students read the Strong and Goodwin election material and complete the exercises. Discuss.
- Have students offer suggestions about the possible consequences of the differences in the headlines.
  - Why are there so many different headlines?
  - Which headlines are more negative, more positive?
  - Can you tell which side of the issue each headline favors?
- Have students review the Secretary of Energy headlines. Have students suggest reasons for the differences.

RESOURCE PERSONS

It would be appropriate to invite a newspaper publisher, editor, or writer. If this is not possible, a journalism professor from a local college or the journalism teacher at the high school would also be good choices. Let them know what the students are doing in class.

Activity 1

Strong and Goodwin Elections

Here are two news stories about one election that might have been written in a city or school newspaper.

Elizabeth Strong Easily Beats Terrence Goodwin

Elizabeth Strong handily defeated Terrence Goodwin for Mayor yesterday. The race was decided by 7:00, when Strong had built up a 3,500 to 1,000 lead. Strong maintained her lead throughout the evening, although Goodwin picked up votes in the suburbs. Strong carried nearly all of the city's precincts and proved a big vote getter.

Terrence Goodwin Nearly Upsets Elizabeth Strong

Late returns gave Terrence Goodwin more votes than Elizabeth Strong, nearly costing her yesterday's election. Goodwin had not campaigned in the city in the last few days and found himself behind in the early tallies. After the 7:00 news Goodwin ran up a tremendous vote total in the suburbs, although by 10:00 the lead had been cut to 1,000 votes. Strong held the lead however, and was declared the winner early this morning by a 4,500 to 4,000 margin.

Following are six statements about the mayor's election. If a statement is true according to both newspaper stories, circle the word Agree. If the stories disagree about a statement, circle the word Disagree.

1.	Agree	Disagree	The vote was 4,500 to 4,000.
2.	Agree	Disagree	Elizabeth Strong was the better candidate.
3.	Agree	Disagree	Terrence Goodwin was the better candidate.
4.	Agree	Disagree	The tally at 10:00 showed a difference of 1,000 votes.
5.	Agree	Disagree	Elizabeth Strong picked up 3,000 votes after 10:00.
6.	Agree	Disagree	It was easy for Strong to beat Goodwin.

Activity 2

Secretary of Energy Information

"NO ALLOCATION"

"SECRETARY OF ENERGY SHAKILY DEFENDS OIL COMPANIES"

"SECRETARY OF ENERGY CONTINUES TO RAP OIL FIRMS THAT CUT PRODUCTION"

1. Each headline gives a different meaning to the Secretary's actions. Discuss.
2. Can you tell which side of the issue each headline favors?

PART V: Participation in Campaigns and Elections

A. Young Voters Campaign

One way to gain insight into our political system is to participate in NASSP's Young Voters Campaign. The five-week program has four self-contained components which can be used by themselves or in combination. For details write to NASSP's Office of Student Activities, 1904 Association Drive, Reston, Va. 22091.

B. Mock Convention

High schools across America have sponsored mock political conventions for many election years. The festive convention day is filled with politics, lobbying, learning, and fun. A highlight of many mock conventions is an appearance and keynote speech by a state or national political leader.

Mock Political Convention

- Form work committees of interested persons.
- Write convention rules.
- Write party platforms.
- Assign states and votes to homerooms.
- Find keynote speaker:
  - letters to potential speakers
  - contact local political leaders.
- Arrange for seating, public address system, platform, decorations.
- Arrange for publicity within the school:
  - classroom presentations
  - school newspaper
  - announcements.

- Write campaign rules.
- Organize campaigns.
- Hold primaries or opinion polls.
- Decorate gymnasium.
- Arrange publicity within the community:
  - local newspaper
  - television and radio stations
  - civic organizations.
- Print convention program.
- Appoint sergeant-at-arms and pages.
- Arrange music and plan opening ceremonies.

Who Are They and What Do They Do?

Campaign Chairman (One for each candidate)
- Responsible for organizing the campaign for the candidate.
- File a report on the campaign, including a detailed account of candidate's plans.
- Have each state (room or group within a room) cooperate.
- Co-ordinate events.
- Organize campaign committee.
- Promote the candidate.

Delegate Chairman (One for each homeroom or group representing a state)
- Selects committee to research the state.
- Selects platform committee member and alternate.
- Day of convention — spokesman for the delegation.
- Organizes the decorations for the state and submits a report explaining these decorations.
- Must be sure that committee members are doing their jobs.

Platform Committee Member and Alternate (One for each homeroom)
- Attends committee meetings to develop the party platform. (If member cannot attend it is the alternate's responsibility.)

Delegates (Every student in the school)

Convention Rules

The rules of the Democratic or Republican National Convention and *Roberts Rules of Order* shall be the rules of this convention, so far as they are applicable and consistent with the rules herein set forth.

Delegate Procedure
- Each delegate shall conduct himself in a reasonable and respectful manner at all times.
- Each delegate shall be assigned one vote in alignment with the assigned state vote.
- Each delegate's vote must be cast for one candidate and cannot be split into fractional parts.
- In the case of absenteeism within a delegation, the state chairman shall cast the vote(s) for the missing delegate(s).
- Each chairman shall be responsible for his state delegation's behavior and shall be aware of each member's whereabouts.

Delegation
- The convention shall be managed by a party chairman, co-chairman, secretary, and parliamentarian.
- The party chairman shall preside over the convention and shall call the meeting to order, determine the order of nominating speeches, and preside over the activities of the convention.

- The party co-chairman shall head the tabulation committee and disciplinary committee.
- The party secretary shall take notes and call the roll.
- The parliamentarian shall advise as to rules of order and parliamentary procedure.

Nominating Procedure

- A person must be nominated and seconded to officially become a candidate.
- The time for nominating speeches shall be divided equally among the candidates. Each candidate shall be allowed as many speeches as desired, as long as the speeches do not exceed the time limit and there are at least one nominating and one seconding speech.
- Demonstrations shall be permitted within each candidate's allotted time period.

Delegation of State Officials

- Each state shall elect a state chairman and a tabulation official.
- The state chairman shall announce the state's vote for each candidate.
- The tabulation official shall record the vote on paper as a check and report the vote to the party co-chairman.
- In homerooms composed of more than one state, a slate for each state shall be elected wherever possible.
- In states composed of more than one homeroom, each homeroom will elect officials and one shall be used as spokeperson for the convention.

Tentative Agenda and Convention Procedures

(day of convention)	
8:10 – 8:35	Extended homeroom, allowing state chairman to explain the day's procedures
8:35 – 8:45	Move from homeroom to gym; sit in states
8:45 – 9:00	Opening ceremonies: Presentation of colors Pledge of allegiance National anthem Chairman opens convention and reads the rules
9:00 – 9:30	Keynote speaker
9:30 – 10:00	Platform presented for approval by convention delegates
10:00 – 11:30	Nominating speeches and demonstrations
11:30 – 1:00	Staggered lunch period, return to homerooms until all lunches are completed
1:00 – 3:00	Return to gym – roll call of states to vote for president; vice-presidential roll call

C. Mock Election

The mock election is held within the high school, concurrent with the regular election. It provides students with training and experience in the mechanics of political campaign operations.

[This format is useful as a general guide. Be sure to contact your local election office to obtain specific voting procedures, terminology, and forms for your state.]

These elections can be modeled after the campaigns of local, state, and national candidates. The experience that students will gain through this exercise should serve as an excellent preparation for observing and participating in an actual political campaign.

To make the mock election a realistic activity and to allow for maximum exposure to related resource materials – newspapers, radio, and television – the election should be conducted on the day of the general election. It is also advisable not to release the results of this election until after the closing of the polls.

The mock election is designed to instill an appreciation of the importance of the right to vote in future voters. The program consists of the following:

- A timetable outlining the steps to be followed.
- A step-by-step guide for conducting the election.
- Contact your local elections official for proper forms.

The following timetable and outline of procedures may be used as a guide in conducting the election.

I. 10 WEEKS BEFORE ELECTION
   - A. Appoint Election Authority
   - B. Establish Voter Qualifications
   - C. Arrange for Polling Place
   - D. Election Authority Publishes Notice of Registration
   - E. Encourage Voter Education
   - F. Election Authority Publishes Notice of Registration
   - G. Arrange for Voting Booths

II. TWO WEEKS BEFORE ELECTION
   - A. Election Authority Appoints Deputy Registrars
   - B. Duplicate Registration Materials
   - C. Train Registrars in Procedures
   - D. Registrars Conduct Registration
   - E. Continue Voter Education

III. ONE WEEK BEFORE ELECTION
   - A. Stress Voter Education
   - B. Train Voters on How To Mark a Ballot
   - C. Election Authority Appoints Poll Workers
   - D. Election Authority Signs Back of the Ballot
   - E. Duplicate Election Materials and Ballot
   - F. Recruit Pollworkers
   - G. Election Authority Accepts Absentee Ballots
   - H. Train Judges on How To Open the Polls
   - I. Train Judges on Voting Procedures
   - J. Procure Voting Booths
   - K. Election Authority Organizes Election Supplies

IV. DAY BEFORE ELECTION
   - A. Election Authority Organizes Polling Place
   - B. Election Authority Checks Election Supplies
   - C. Election Authority Counts the Ballots

V. ELECTION DAY
   - A. Judges Open the Polls
   - B. Judges Conduct the Election
   - C. Judges Close the Polls and Tally the Votes

VI. DAY AFTER ELECTION
   - A. Election Authority Publishes Election Results
   - B. Return Voting Booths

The teacher or a student may act as the election official. This official will supervise all mock election proceedings.

It is important to establish voter qualifications prior to election day. A sample statement of qualifications is: To vote in this mock election a person must be a citizen of the United States, a student of the school for at least 30 days, and registered to vote in the mock election. Be careful not to establish qualifications that would prohibit students you wish to participate in the election activity from voting.

Younger students may be made aware of the importance of voting through the following activities:

- Encourage the students to interview five adults who plan to vote in the next election to learn why they think voting is important. Then have the students interview five adults who do not plan to vote to discover the reasons why people do not vote. Have the students discuss their findings. Help them to determine which responses were valid.
- Using items which represent things and situations affected by voting, have teams of students prepare collages to illustrate "Why Voting Is Important To Me."

If you decide to make registration a qualification for voting in the mock election, the election authority should establish a registration period at least five weeks prior to election day. The time, place, and qualifications for registering may be published in the school paper or posted in and around the polling and registration area.

Registrars should be appointed by the election authority.

Posters may be made to encourage the students to register and vote.

Following the registration period and before election day each registration form should be checked for accuracy. Be sure that no student registered twice or used an alias as a prank. Alphabetize the cards for use on election day.

As a related activity, you may wish to have a few students visit the office of the county clerk or board of election commissioners to learn how registration records are kept current. These students should share their findings with the others and discuss why it is important to have these records up-to-date.

Notice of the mock election should appear in the school paper or be posted around the polling place at least five weeks prior to the election. The notice may be as follows:

> Notice is hereby given that on (date) at (location) in (school name), a Mock Election will be held for (offices to be voted upon). Polls will open from (time) until (time).
>
> _____
>
> (Election Authority)

Encourage the students to investigate the duties and responsibilities associated with each of the offices to be voted upon.

Voting Intelligently

With the right to vote comes the responsibility to vote intelligently. It is the responsibility of each voter to learn about the candidates and the issues and to decide independently how to vote.

To encourage the students to learn about the candidates in the mock election, you may direct them in the following activities. (Remember to notify your principal and the students' parents, if appropriate, regarding activities outside of the classroom.)

- Have one student volunteer to act as campaign chairman for each of the political parties in the mock election. Each chairman will be responsible for organizing an active political committee to campaign for the party candidates. The committee may prepare and distribute posters and badges, give speeches, hold rallies, and distribute literature concerning the candidates' views and the party platform. (It is possible that no student will volunteer to act as chairman for a political party on the ballot. If this occurs, proceed with campaigns for those parties having a chairman.)

- Establish an information center where the students may learn about the daily events affecting the election and the candidates. Such material might be posted on a large bulletin board. A student committee may be appointed to keep the materials current and to identify the articles as "news items" or "editorials."

- Have the students prepare political profiles on candidates for the same office.

- Encourage the students to prepare a chart comparing the candidates' views on various issues.

- With the class, analyze the political speeches of a number of candidates of different parties. Point out the various propaganda techniques used in each: glittering generalities, testimonials, name calling bandwagon, plain-folks, card-stacking, and transfer.

- Suggest that the students collect examples of political slogans and symbols associated with the campaigns. Have them identify the meaning of each and discuss the effects they have on the public as a means of influencing voters.

- Encourage the students to work in the campaign headquarters of the candidate of their choice. They should keep a log of their activities and share their experiences with the class.

- Escort the students to a campaign rally.

- Invite state candidates to the school to address the students. Be sure to also invite the county and city elected officials of the same party to sit on the platform, as a courtesy. The local party officials may even wish to invite the candidates for you and to act as host. Parents may also be invited to attend. Notify the newspapers of the time and place of the assembly.

- A few days before the election, encourage the students to study the newspapers for comparisons of the candidates — their stands on issues, experience, and educational background. More than one newspaper should be studied by each student.

Judges of Election

The administration of the election in the polling place is the responsibility of the polling place official, who should do the following:

- Open and close the polls.
- Be responsible for all election material.
- Ensure that only qualified voters are permitted to vote, and that each qualified voter is permitted to vote only once.
- Ensure that all votes are cast in secret.
- Give instructions in voting.
- Give assistance in the manner required by law.
- Maintain order in the polling place throughout the day.
- Tally the votes after the polls are closed.

The election authority for the mock election should appoint and train five judges of election. Three of these judges should be designated to represent one of the major parties and two to represent the other. Tally judges may also be appointed if a great number of votes is expected.

Before performing any official duties, each judge must take an oath. A sample oath and badge to be worn by the judges on election day are included on page 62. These may be duplicated for use on election day.

Pollwatchers

In addition to judges of election and voters, state statutes provide for pollwatchers to be present in the polling place during a general election. These pollwatchers may be appointed by political parties, candidates, or qualified organizations and may call the judges' attention to any administrative error or irregular procedure.

To give as many students as possible an opportunity to observe the election, suggest that students volunteer to act as pollwatchers for the party or candidate of their choice. Each student pollwatcher should be provided with credentials to present to the judges upon entering the polling place. Sample credentials appear on page 61. Be sure that each volunteer is assigned to serve for a definite time period so that the polling place is not too crowded for the proper conduct of the election.

The Ballot

The individual's right to vote can only be ensured by protecting the voter from undue influence when voting. Voting in secret provides the voter this protection.

In order to keep the ballot secret and to give all voters an equal opportunity to vote for every candidate, the following steps should be taken:

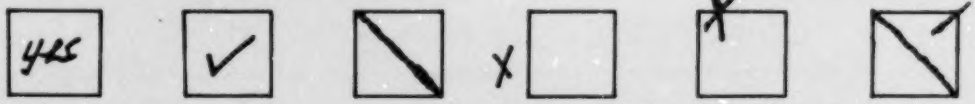
- Ballots are of uniform paper quality, size, color, and inking so that no one ballot can be identified.
- The name of all candidates for the same office are on the same ballot so that every voter is selecting from the same list of candidates.
- Ballots are not distributed until election day and then only distributed in the polling place by the judges.
- All voters must vote in secret.
- Only official ballots, initiated by the judges, are counted.

This system for ensuring secrecy of the ballot is the Australian Ballot System. It was introduced in the United States in the 1880s. In the intervening years punch-card voting devices, lever-type machines, and electronic machines have been added.

Uniform marking of the ballot is another measure to ensure that an individual's ballot cannot be identified. According to law, a voter is to mark his or her ballot by placing a cross (X) in the square opposite the name of the candidate of choice for each office. If the name of the candidate of choice is not on the ballot, the voter may write in the name of the candidate under the office on the ballot and make a cross (X) in a square opposite the name.

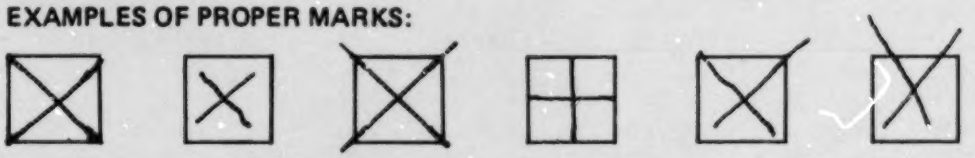
A cross (X) is the intersection of two lines, and unless the lines of the cross intersect within the square, the vote may not be counted. The following are examples of votes which may not be counted.

EXAMPLES OF IMPROPER MARKS:



The following are examples of votes which must be counted. Any other mark on the ballot may be considered a distinguishing mark and may cause the entire ballot not to be counted.

EXAMPLES OF PROPER MARKS:



A paper ballot is provided on pages 58-59. The election authority should sign the back of the ballot before it is duplicated.

Be sure to keep an accurate count of the number of ballots made so each ballot can be accounted for following the election. Prior to the election, the ballots should be kept in a safe place to prevent them from being used for other than official voting.

Political Parties and Nominations

Before conducting the mock election you may wish to discuss with the class the ways candidates' names are placed in nomination for statewide offices.

The Polling Place

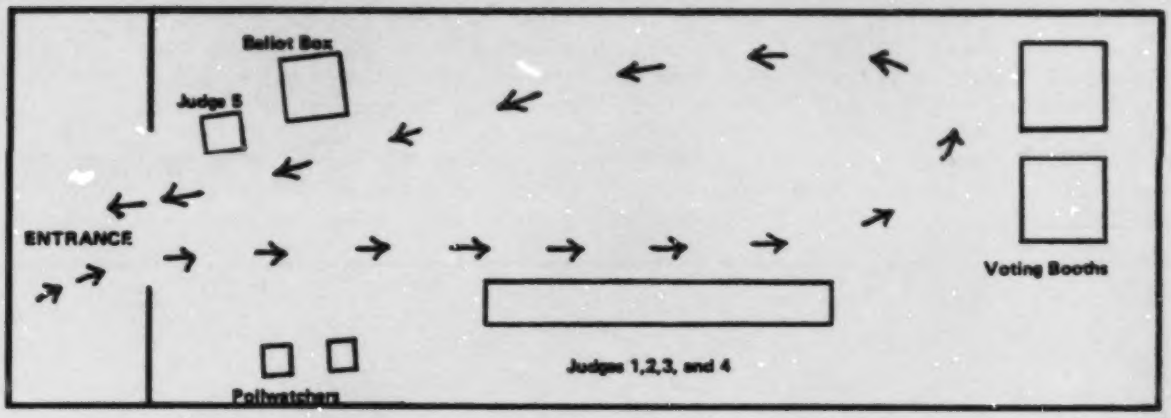
The election authority is responsible for selecting and furnishing the polling place. The judges of election are responsible for opening and closing the polls, conducting the election, and maintaining order in the polls throughout the day.

Only authorized persons are allowed in the polling place — judges of election; pollwatchers with credentials; and, when the polls are open, qualified voters. State statutes prohibit any electioneering or soliciting of votes on election day within any polling place or within 100 feet of any polling place.

In arranging the polling place for the mock election, you will need the following:

- A long table
- Sufficient chairs for judges of election and pollwatchers (Pollwatchers may not sit at the table with the judges, nor in the path of the voters. They may sit anywhere in the room where they will not interfere with the electoral process.)
- Voting booths
- A ballot box

Arrange the tables to assure an easy flow of voters in and out of the voting area. If your polling place is in a large room, arrange the tables and chairs so that the voting area is clearly defined. The voting booths should be isolated to ensure the secrecy of the vote, but should be visible to all of the judges of election. The ballot box should also be clearly visible.



Election Supplies

The judges of election are responsible for the supplies in the polling place. No one other than the judges of election may handle the election supplies.

You will need the following:

- "Polling Place" and "Vote Here" signs (These signs may be prepared by the students in advance of the election or may be duplicated from the samples provided on pages 53-54.)
- Sample ballots. At least five. (A sample is included on page 58.)
- A United States flag
- Pencils (At least one for each voting booth)
- Pens (At least one for each judge of election)
- Copies of the "Oath of Office of Judge of Election." (One for each judge. A sample is included on page 62.
- Badges for judges of election. (One for each judge. A sample is included on page 62.)
- Adhesive tape or masking tape
- "Application to Vote." Used if registration was held prior to the election. At least one is required for each voter. If registration was not held, use the alternate form, "Affidavit of Voters" providing one form for every 25 voters. (These two forms are discussed in the following voting procedures section and may be duplicated from the samples in this material.)
- Registration forms (in alphabetical order) if registration was held prior to the election.
- Large envelopes (two or three).
- Tally sheets. (Five or six copies of the second sheet for each talley judge. These also may be duplicated from the sample on page 63.)
- Ballots. (At least one per student. These should be duplicated on legal size paper, using the front and back of the sheet. A sample is supplied on pages 58-59.)

Opening the Polls

One of the judges of the election must proclaim that the polls are open. In like manner, one half hour prior to closing one of the judges announces that the polls will be closed in half an hour.

In conducting the mock election you may set the hours of opening and closing the polls according to your school schedule. Be sure to allow sufficient time for all students to vote.

Before the polls open in the mock election the judges of election should:

- Administer the oath for judges to each other.
- Post the "Polling Place" and "Vote Here" signs.
- Display the flag outside the polling place.
- Post at least five specimen ballots in and around the polling place.
- Place pencils in each of the voting booths.
- Count the ballots.
- Complete lines "A," "B," and "C" on the Talley Sheet, pertaining to the number of ballots delivered to the judges.
- Arrange the election supplies on the table for easy use.
- At the appropriate time announce that the polls are open.

Voting Procedures

Voting procedures are designed to ensure that every person who has the right to vote has the opportunity to vote in secret, and that no one is permitted to vote who does not have the right.

The judges of election and the voters should be aware of the importance of following the required procedures. If a question arises about an individual's right to vote, or about procedures, the decision reached by a majority of the judges prevails.

If the students are required to register in order to vote in the Mock Election, use the following procedures on election day.

1. The voter receives an application form from judge 1. (An application form is supplied on page 55.)
2. The voter signs the application form, providing name and address, and returns it to judge 1.
3. Judge 1 reads the voter's name and address in a loud, clear voice, prints the name of the voter in the space provided on the application form, and passes it to judges 2 and 3.
4. Judges 2 and 3, representing opposing parties, locate the voter's registration form in the files and compare the signature on the application with the one on the registration form. A person whose registration form is not in the files cannot vote without securing proof from the election authority that he or she is registered.
5. When the judges are convinced of the applicant's identity, judge 2 or 3 repeats the voter's name aloud, initials the application form, numbers it and returns it to the voter.
6. Either judge 2 or 3 marks the voter's registration to indicate a vote in this election.
7. The voter hands the initialed application to judge 4. Judge 4 stacks the applications in order.
8. Judge 4 initials the back of a ballot and gives it to the voter.
9. The voter goes into a voting booth alone to vote in secret. Before leaving the voting booth, the voter folds the ballot so that the vote is concealed and the judge's initials are visible.
10. The voter hands the ballot to judge 5.
11. Judge 5 ensures that the correct initials are on the ballot and inserts the ballot into the ballot box.

If registration is not a voter requirement, follow steps 1 through 7 above with the following procedures.

1A. As judge 1 looks on, the voter enters his or her name and address on the Affidavit of Voters form. (See page 57.)

2A. Proceed as with step 8 above.

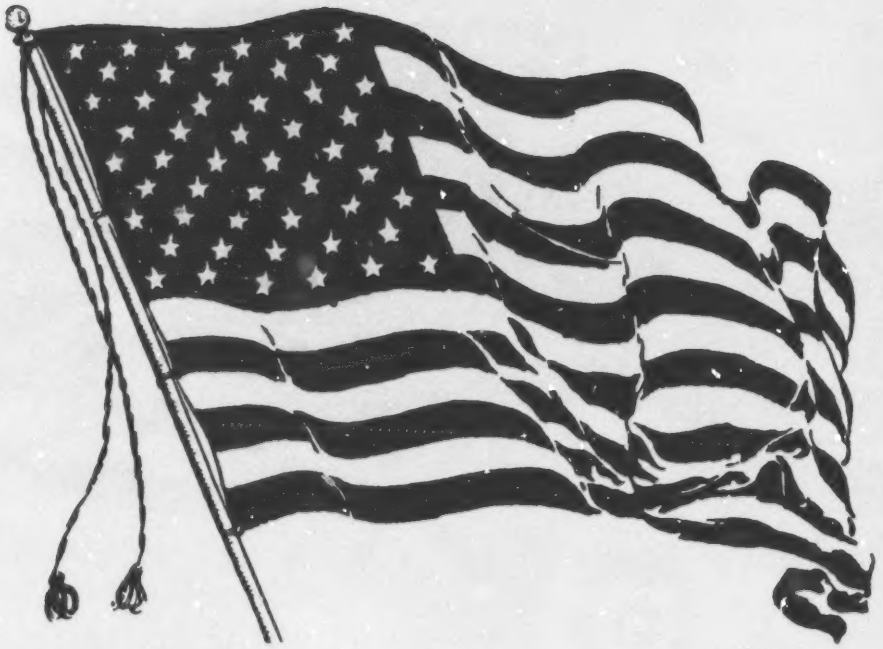
3A. After 25 voters have signed the affidavit sheet, judge 1 signs the bottom of the sheet as having witnessed the signatures.

Closing the Polls

Once the polls are closed there may be no adjournment or recess until all of the votes are counted and the results are declared. All votes must be counted immediately after closing the polls. Use the following steps to close the polls and count the ballots.

1. One half hour before closing time, a judge announces that the polling place will close in 30 minutes.
2. At closing time a judge announces that the polls are closed, removes the flag, and "Polling Place" sign and, if possible, locks the door.
3. The judges count all unused ballots and mark the number on line "D" of the Tally Sheet and Certificate of Results. Only judges of election may handle the ballots and the election supplies.

4. The judges open the ballot box together and everyone present observes the contents.
5. The ballots in the box are put on the table and counted. The number of ballots from the ballot box and number of voter applications must be the same. This number is written on line "1" of the Tally Sheet and Certificate of Results.
6. The judges unfold the ballots and place them face down on the table, checking that the back of every ballot has been initialed by a judge. Any ballots which are not initialed are removed. The judges mark the backs of these ballots "Objected To - Not Initialed - Not Counted." A majority of the judges must sign each of these ballots. These ballots should be placed in an envelope to keep them separate from the other ballots. They may not be examined or counted.
7. Two judges of opposite political parties are selected as calling judges; the remaining judges serve as tally judges.
8. The ballots are arranged in stacks; one stack for each type of straight party ballot (straight Democratic, straight Republican, and so on) and one stack of split ballots. A "straight ballot" is marked with a cross (X) in one party circle and is otherwise not marked, or is marked with "Xs" for all candidates of one party. All other ballots are "split."
9. The straight ballots are counted first. Remember: only a cross-mark X is valid; any ballots containing distinguishing marks may not be counted. One calling judge stacks the straight ballots for one political party into groups of 10; the other calling judge checks the count in each group. They then count all the groups of 10 and announce the total number of straight votes cast for that party. This process is repeated for each party.
10. Having been counted, the straight votes are tallied. The tally judges enter the number of straight ballots cast for each party on the Tally Sheet and Certificate of Results. The same figure is entered opposite the name of each of the party candidates in the appropriate space on the Tally Sheet.
11. Continuing the count, the calling judges divide the split ballots into stacks of 10. Beginning with the office at the top of the ballot, they call out the name of the selected candidates for each office. Each tally judge keeps a record of the vote. As the calling judges call the votes each tally judge makes one vertical mark for each vote cast, beginning in the tally mark box at the extreme left and working to the right. Every fifth vote is tallied horizontally through the four previous vertical marks. After every fifth mark, the tally judges call "Tally." If any judge disagrees that the last mark was a tally the judges must review the count for that candidate. Each stack of 10 ballots is folded together in the order counted.
12. The tally judges count the total number of tally marks recorded for each candidate. The record sheets of all of the judges should be the same.
13. When all of the judges agree, the total for each candidate is written in the column headed "Number of Split Votes."
14. The tally judges add the number of straight votes and split votes to determine the total votes cast for each candidate. All tally judges must agree.
15. The judges must complete and sign the Tally Sheet and Certificate of Results.
16. The election results and all election materials are delivered to the election authority.
17. The election results are announced. Notify school newspapers, as well as local newspapers, radio, and television stations.



VOTE HERE

POLLING PLACE

School _____ Voter's No. _____

APPLICATION TO VOTE—CERTIFICATE OF REGISTERED VOTER

MOCK ELECTION—_____, 19___

INSTRUCTION TO VOTERS:

Sign this certificate and hand it to the election officer in charge. After the registration record has been checked, the officer will hand it back to you, whereupon you shall present it to the officer in charge of the ballots and/or voting machine.

I hereby certify that I am registered and am qualified to vote.

_____
Signature of voter

Registration record checked by:

_____
Judge of election

_____
Complete address

_____
Judge—PRINT voter's name here

INSTRUCTIONS TO JUDGES OF ELECTION

Mark with cross (X) in proper square below if person voted by affidavit, was assisted in voting, was challenged, or spoiled ballot in voting and received another ballot.

☐ Voted by affidavit ☐ Assisted in voting

☐ Challenged ☐ Spoiled ballot and received another

Voter Registration Form

PRINT LAST NAME	FIRST NAME	MIDDLE NAME OR INITIAL	HOUSE NO.	STREET	MUNICIPALITY	ZIP CODE	SCHOOL
MR. MS.							

SEX MALE ☐ FEMALE ☐ SCHOOL YEAR ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

PLACE OF BIRTH	U.S. CITIZEN?	LENGTH OF RESIDENCE OR ENROLLMENT				DATE OF REGISTRATION		
		STATE	MUNICIPALITY	SCHOOL	CLASS	DAY	MONTH	YEAR
	YES ☐ NO ☐							

IF APPLICANT IS UNABLE TO SIGN NAME, HE OR SHE SHALL AFFIX HIS OR HER MARK AND ANSWER THE FOLLOWING QUESTIONS:

FATHER'S FIRST NAME	MOTHER'S FIRST NAME	

I hereby swear that I am fully qualified to vote, and that all of the above statements are true.

Subscribed and sworn to before me this _____ day of _____ 19 ____.

_____ Signature of Registration Officer

_____ Signature of Applicant

☐ Mark of Person unable to sign

VOTING RECORD: IN PRIMARY ONLY, MARK "D" FOR DEMOCRATIC "R" FOR REPUBLICAN—ALL OTHER ELECTIONS USE "V" or "VOTED"

YEAR	1980	1981	1982	1983	1984	1985	1986
SPECIAL ELECTION							
PRIMARY ELECTION							
GENERAL ELECTION							
CLASS ELECTION							
STUDENT COUNCIL ELECTION							

AFFIDAVIT OF VOTERS

STATE OF _____

COUNTY OF _____

The undersigned, each being first duly sworn upon oath individually, deposes and says that affiant is desirous of voting in an election held under the provisions of the Mock Election on _____ A.D. 19____ and represents the following facts to be true:

(1) My signature below hereon designates my correct name and the address opposite my signature is my correct address.

(2) I am a student at _____

(3) I am a qualified voter in said Mock Election.

	NAME	ADDRESS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

Subscribed and sworn to before me by each of the above affiants individually, this ____ day of _____A.D. 19____.

_____

Judge of election

58

OFFICIAL BALLOT

○ REPUBLICAN PARTY	○ DEMOCRATIC PARTY	○ _____ PARTY	○ _____ PARTY	○ _____ PARTY
☐ For United States Senator	☐ For United States Senator	☐ For United States Senator	☐ For United States Senator	☐ For United States Senator
☐ For Governor / For Lieutenant Governor	☐ For Governor / For Lieutenant Governor	☐ For Governor / For Lieutenant Governor	☐ For Governor / For Lieutenant Governor	☐ For Governor / For Lieutenant Governor
☐ For Attorney General	☐ For Attorney General	☐ For Attorney General	☐ For Attorney General	☐ For Attorney General
☐ For Secretary of State	☐ For Secretary of State	☐ For Secretary of State	☐ For Secretary of State	☐ For Secretary of State
☐ For Comptroller	☐ For Comptroller	☐ For Comptroller	☐ For Comptroller	☐ For Comptroller
☐ For State Treasurer	☐ For State Treasurer	☐ For State Treasurer	☐ For State Treasurer	☐ For State Treasurer

62

63

Back of Ballot

OFFICIAL BALLOT

STATE OF

_____

_____**SCHOOL**

I (we) do hereby certify that the foregoing is a true copy of the ballot to be voted at the mock election on

_____

(DATE)

_____

(Signature of Election Authority)

REGISTRAR'S OATH

I do solemnly swear (or affirm) that I will support the Constitution of the United States, and the Constitution of the State of _____, and that I will faithfully discharge the duties of the office of registration officer to the best of my ability, and that I will register no person nor cause the registration of any person except upon his personal application before me.

_____

Signature of Registration Officer

POLLWATCHER CREDENTIALS

TO THE JUDGES OF ELECTION:

In accordance with the provisions of the Mock Election Code, the undersigned hereby appoints

_____
(Name of Pollwatcher)

who resides at _____
(Address)

in the county of _____, _____,
(Township or Municipality)

State of _____ and who is qualified to vote from this address, to act as a pollwatcher from _____ to _____ at the Mock Election to be held on _____ in the _____ School.

_____ _____
(Signature of Pollwatcher) (Signature of Appointing Authority)

_____ _____
(Class of which Pollwatcher is a member) (Title of Appointing Authority—Candidate, Organization President)

_____
(Election Authority)

Oath of Office of Judge of Election

STATE OF_____

_____SCHOOL

_____19____

(Date)

I do solemnly swear (or affirm), that I will support the Constitution of the United States and the Constitution of the State of_____, that I will faithfully discharge the duties of the office of judge of election, according to the best of my ability, and that I am entitled to vote at this election.

Signed_____

Subscribed and sworn to before me this

day of_____19____

_____

_____

Election authority
or other
Judge of election

(Badge for Judge of Election)

Judge of Election

_____

name

67

Tally Sheet
and
Certificate of Results

We do hereby certifiy that at the Mock Election held in the school hereinafter specified on _____ 19_____, a total of _____ voters requested and received ballots and we do further certify:

(A) Number of blank ballots delivered to us..... _____
(B) Number of absentee ballots delivered to us..... _____
(C) Total number of ballots delivered to us (A + B)..... _____
(D) Number of blank ballots..... _____
(E) Number of spoiled ballots..... _____
(1) Total number of ballots cast (in box)..... _____
Straight Republican party ballots cast..... _____
Straight Democratic party ballots casts..... _____
Straight ballots of other party cast..... _____
Split ballots cast..... _____
Defective and objected to ballots..... _____
(2) Total number of ballots above..... _____

Line (2) must equal line (1).

We further certify that each candidate received the number of votes set forth opposite his name or in the box containing his name on the tally sheet.

The undersigned actually served as judges and counted the ballots at the Mock Election on the _____ day of _____ in the _____ School. The polls were opened at _____ (A.M./P.M.) and closed at _____ (A.M./P.M.), certified by us.

SIGNATURES OF JUDGES OF ELECTION	IF TALLY JUDGES SERVE THEY MUST SIGN BELOW
_____ Judge of Election-Address	_____ Tally Judge-Address
_____ Judge of Election-Address	_____ Tally Judge-Address
_____ Judge of Election-Address	_____ Tally Judge-Address
_____ Judge of Election-Address	_____ Tally Judge-Address
_____ Judge of Election-Address	_____ Tally Judge-Address

D. Public Opinion Polls

Political leaders want to know what their constituents think about the issues. This "need to know" becomes more important during an election year, when many political futures are at stake. Public opinion polls are used to gather this information.

One of the earliest polls was held in 1824. A Delaware "straw vote" forecast Andrew Jackson's election as president. However, John Quincy Adams won.

It was not until 1916 that national polls began to draw the attention of the public. A popular weekly magazine *The Literary Digest*, began forecasting the outcome of presidential elections. Although the methods were far from scientific, the magazine was successful until 1936.

The 1936 election pitted Alfred Landon against Franklin D. Roosevelt. Basing their prediction on 2,375,000 responses by people who owned automobiles and telephones, *The Literary Digest* predicted Landon would win. Roosevelt's victory spelled doom for the magazine and its polling techniques.

In the 1940s and '50s political opinion pollsters began to use scientific methods of survey research and design. Instead of mailing postcards to people whose names were listed in the telephone directory, random sampling techniques were used in an effort to more closely represent the total voting population.

Today there are more than 200 polling firms, described by *Congressional Quarterly* magazine as "large and small, reliable and worse than worthless." The Gallup Poll, the oldest in the field, and the Harris Survey operate nationwide and sell their findings to hundreds of newspapers. Most other firms conduct surveys for private use.

Whether or not public opinion polls influence politicans and election results, they are a fact of life in American politics. The challenge that faces young and old voters alike is to make sense of them. Although there are many factors to consider, the following checklist may provide insights into the possible meaning of poll forecasts.

Appraising Public Opinion Polls

Use the following questions to help yourself appraise public opinion polls reported in newspapers and magazines, on TV and radio.

_____1. Did reputable professionals conduct the poll?

A. Yes
B. No

_____2. Does the poll present an up-to-date picture of the target population, and when was it taken?

A. Yes
B. No

_____3. Was the sampling procedure designed to minimize the possibility of bias?

A. Yes
B. No

_____4. Was the sample large enough to yield an accurate picture of the target population?

A. Yes
B. No

_____5. Were the questions used in the study designed to minimize the possibility of bias?

A. Yes
B. No

_____6. Were the questions used in the study clearly stated so as to minimize confusion among the respondents?

A. Yes
B. No

_____7. Were the number of respondents with "no opinion" clearly revealed and was this statistic considered in the report of the findings?

A. Yes
B. No

_____8. Were the findings of the study clearly stated in writing and through the presentation of data in statistical tables?

A. Yes
B. No

_____9. Was the report of the poll consistent with the data and the procedures used to collect the data?

A. Yes
B. No

A very good poll should yield a "Yes" answer to every question on the poll checklist.

How much do you know about reading a political poll and determining whether or not it is reliable?

The following is a lesson designed to provide you with information to help you make more sense out of political polls. Read each question carefully. Choose the one response that best answers the question.

Look at the table presented below. Following the table are several statements. Based on the data in the table, respond to each statement by marking one of the following answers:

A. Correct
B. Incorrect
C. There is no way to tell if the statement is correct or incorrect.

Political Party Preferences of Two Age Groups in Zenith City

Political Party Preferences	Age Groups	
	Younger Voters %	Older Voters %
Democrat	50	70
Republican	20	25
Independent	15	5
Don't Know	15	0
Total	100	100

_____1. Fifteen percent of the younger voters are independents.
_____2. The Democrats will win the next election in Zenith City.
_____3. Forty-five percent of the voters in Zenith City are Republicans.

Answers: A, C, B.
Discuss

Below are two sets of questions that were constructed for use in a questionnaire. Read each set of questions carefully and decide which one question is best. Put the letter beside the question number.

_____4. A. Do you favor the Clean Cities Program over those other programs to improve our cities?
B. There are two programs to improve our cities — The Clean Cities Program and the Jones Pollution Bill.
Which do you prefer?

_____5. A. Do you think the present mayor is doing a better job than the previous mayor?
B. Some people think our present mayor is doing a little better job than the previous mayor. What kind of job do you think the mayor is doing?

Answers: 4A and 5A. Can you see the difference?
Discuss.

A group of students in your school wanted to know how other students felt about student government. They developed a questionnaire and decided to ask 200 students to answer the questions.

There were several ways they could have chosen their sample. Listed below are some of the ways. Choose the best method and put the letter beside the question number.

_____6. A. Obtain a list of all the students in the American government classes. Put their names in a hat and draw out 200.
_____ B. Obtain a list of all the student names in the school. Put the names into a box, shake it thoroughly and draw out 200 names.

Answer: 6B.

POLITICAL ATTITUDE SURVEY

This survey can be used in a variety of ways: a class project in which students develop interviewing and analytical skills by surveying the school or community; and as an individual political self-analysis. Both applications are recommended, as each has different objectives. There are no correct answers; rather, this survey serves to stimulate discussion, reports, and further investigation.

Questions 1-5

Valuable for generating hypotheses on different age, sex, socioeconomic, and educational groups, to be applied to later parts of the survey.

Questions 6 and 7

A. What trends are associated with the different demographic groups? Do your findings correlate with the political behavior literature?
B. Does party identification appear to be inherited?

Question 8

Does the self-categorization by political philosophy correlate to party identity? To responses in question 28-37? What do contradictory responses mean?

Questions 9-19

(Measure levels of interest and activism in politics)

A. Does the answer to question 19 correlate with the evidence of the later questions?
B. Do more people watch the news on TV than read it in the paper?
C. Which magazines are most commonly read?
D. Which are the most popular reference groups for political discussions?
E. Based on questions 14-19, how would you rate the respondent's level of activism?

Questions 20-27

(Confidence and trust in government)

A. "Disagree" answers to questions 21, 22, 24 and 25 indicate a feeling of confidence and trust. "Agree" answers to questions 20, 23, 26, and 27 also are trusting responses.

Questions 28-37

(Respondent values and partisan beliefs)

If the respondent is conservative, answers should agree to some degree with all the statements except 28. Cross-reference these results to questions 6 and 8.

You may wish to expand the questionnaire and use it in a variety of ways.

POLITICAL ATTITUDE SURVEY

I. General Information

(Circle one response to each question)

1. Sex
   a) Male
   b) Female
2. Age
   a) Under 18
   b) 18-25
   c) 26-45
   e) 46-55
   f) 56-65
   g) Over 65
3. Ethnic Origin
   a) Caucasian
   b) Black
   c) Mexican-American
   d) Puerto Rican
   e) Hispanic-American
   f) Asian-American
   g) American Indian
   h) Other_____
4. Education
   a) Still in high school
   b) Never finished high school
   c) High school graduate
   d) College graduate
   e) Advanced degree
5. Social Class (ask respondent to categorize him/herself)
   a) Upper class
   b) Middle class
   c) Lower class
   d) Other _____
6. Political party identification
   a) Democrat
   b) Republican
   c) Independent
   d) Other _____
7. Is your political party identity:
   a) The same as both your parents
   b) The same as your mother
   c) The same as your father
   d) Different from both your parents
8. Political philosophy (respondent should categorize him/herself)
   a) Liberal
   b) Conservative
   c) Moderate
   d) Independent
   e) Other _____

II. Interest and Involvement in Politics

(Circle one response to each question)

9. Would you say that your interest in politics and government is:
   a) High
   b) Low
   c) Average
10. How often do you watch the news on television or listen to it on the radio?
    a) Daily
    b) Weekly
    c) Irregularly
    d) Seldom

11. How often do you read the political and world news sections of the newspaper?
    a) Daily
    b) Weekly
    c) Irregularly
    d) Seldom
12. Do you read any of the following magzines at least once a month?
    a) *Time*
    b) *Newsweek*
    c) *U.S. News & World Report*
    d) *New Republic*
    e) *National Review*
    f) Other _____
13. With whom do you discuss politics?
    a) Teachers
    b) Family
    c) Friends
    d) Union members
    e) People at work
    f) Others _____
    g) Don't
14. Did you vote in the most recent election?
    Yes No
15. Have you ever worked in a campaign?
    Yes No
16. Have you ever worn a button or put a sticker on your car in support of a candidate or issue?
    Yes No
17. Have you ever written to your Representative or Senator?
    Yes No
18. Have you ever participated in a march, demonstration or other political protest?
    Yes No
19. Have you ever contributed money to a campaign?
    Yes No

III. Confidence in Government

(For each question, circle the response which most reflects your opinion)

1) I agree strongly
2) I agree
3) I disagree
4) I disagree strongly

20. In most elections there is a clear choice between candidates.
    1 2 3 4
21. Why should I vote? Mine is only one out of thousands or millions, so it doesn't make a difference.
    1 2 3 4
22. Getting involved in politics is a waste of my time.
    1 2 3 4
23. Government is doing a good job.
    1 2 3 4
24. Government wastes a lot of money.
    1 2 3 4
25. Most politicians are more concerned with special interest groups than with me.
    1 2 3 4
26. Sufficient safeguards exist to prevent abuse of power by future presidents.
    1 2 3 4

27. I can think of specific ways in which government has helped me and my family.
    1 2 3 4

IV. Issue Attitudes

(Circle the appropriate response)

28. Government should help minority groups through affirmative action programs to achieve equality and greater opportunities for advancement.
    1 2 3 4
29. The United States should intervene in foreign nations whenever necessary to stop the spread of communism.
    1 2 3 4
30. Government regulation of the economy and of businesses should be decreased.
    1 2 3 4
31. Government cannot be said to have the responsibility to provide for the poor.
    1 2 3 4
32. A free enterprise system is fundamental to a free society.
    1 2 3 4
33. We will not solve our economic problems unless we balance the budget.
    1 2 3 4
34. We must continually spend more money on national defense to guard against the communist threat.
    1 2 3 4
35. It is false to say that the present tax system favors the rich or business interests.
    1 2 3 4
36. The FBI, CIA, and local law enforcement officers should be able to wiretap a person's telephone if they claim that the national security is endangered.
    1 2 3 4
37. More money should be given to the development of nuclear power plants.
    1 2 3 4

PRESIDENTIAL PREFERENCE

For each of the issues listed below, fill in the positions of the major presidential candidates. Then decide which candidate you agree with and fill in the name in the last column.

ISSUE	CANDIDATES	I AGREE WITH
1) Energy		
2) Inflation		
3) Unemployment		
4) The Federal Budget		
5) Health Care		
6) Urban policy		
7) Foreign policy		
8) Leadership		
9) Efficiency, Responsiveness of Government to People		

AN IDEAL PRESIDENT

Often presidents are criticized for not having this kind of experience, or that kind of style, or a certain kind of personality. Exactly what kind of person do we want to be our president? Aside from political viewpoint, what character traits and experiences do we look for in presidential candidates?

The following exercise allows you to create your version of "the ideal president." Fill in the blanks and be prepared to explain your reasons to the class.

The Ideal President

Age _____

Marital Status _____

Political Party _____

Education (circle one)

Law	Science	Economics
Medicine	Political Science	Religion
Business	Public Administration	Engineering
Education		Other _____

Previous Experience (circle one or more)

Vice President	Judge	Teacher
Governor	Cabinet Secretary	Labor Union Officer
Senator	Lawyer	Farmer
Congressman	Businessman	Military Officer
Mayor	Corporation Officer	Other _____

Character Traits (circle those desirable)

1) Very active worker, who invests a great deal of energy in the job.

2) Conscientious but more easy going.

3) Acts very emotional about the job.

4) More detached attitude.

5) Outspoken.

6) Dislikes politics and avoids political conflict.

7) Ambitious and aggressive.

8) Decision-making style is to consult with top aides in meetings or briefing sessions.

10) Believes that in certain crises, the ends justify the means.

11) Believes that the president must always be subject to the laws, regardless of the crisis.

12) Has strong self-image.

13) Has weak self-image.

List other important character traits:

SURVEYING THE COMMUNITY

BACKGROUND INFORMATION

Knowledge of the political interest level of a community can be very helpful in determining how to present information to that community.

One way to determine the interest level of people in an area is to do a survey. This general survey of political interest serves several useful purposes for students:

- It gets them into the community to meet the people.
- It familiarizes them with their community.
- It gives them an opportunity to collect and process data on their community.

In *The Empty Polling Booth*, Arthur Hadley noted that the most startling characteristic of nonvoters was that a much higher percentage believe their lives are determined by luck. Voters were much more likely to believe they could plan their lives.

PREPARATION

- Make copies of the survey. Allow three copies per student.
- Familiarize yourself with the procedure for processing the results.
- You might want to contact the local newspaper to have them print your results in the newspaper.

ACTIVITIES

- Have students conduct the survey. Then discuss with them: What kinds of responses did you get? Were people reacting favorably to you? Negatively? How much time did you need to spend in the neighborhood?
- Have students tally and process the results of the survey, using the materials provided.

Sense of Political Efficacy: The more a person feels he is able to influence government and have government respond, the higher is that person's sense of political efficacy (PE).

Tallying the results: Award one point for every "Disagree" response. The range of scores possible for each respondent is 0-5. A score of 0, 1, or 2 indicates a low sense of political efficacy. A score of 3, 4, or 5 indicates a high sense of political efficacy.

Make a tally sheet like the one that follows. After the students have tallied the responses, discuss the following questions:

- Does there seem to be a relationship between sex and sense of political efficacy? If so, what? What might be the reasons?
- Does there seem to be a relationship between race and sense of political efficacy? If so, what? What might be the reasons?

Does there seem to be a relationship between political party preference and sense of political efficacy? If so, what? What might be the reasons?

RESOURCE PERSONS

Any person who has experience conducting polls or surveys would be helpful for this lesson. Advertising agencies are often asked to do polling for candidates. The county Republican or Democratic chairperson might also be of help to the students in processing this information. Some of these resource persons might be very interested in the resulting statistics.

HELPFUL HINTS

Many communities are quite homogeneous, both politically and racially. That will make it more difficult to use the tabulated results to make comparisons. However students may be able to describe with some accuracy the degree of political efficacy felt by members of the community.

SURVEY FORM

Fill in the following information for each person you interview:

Ethnic Origin _____Caucasian _____Other

Sex: _____Male _____Female

Political Party Preference:

_____Democrat _____Republican _____Other

1. I don't think public officials care much about what people like me think.

_____Agree _____Disagree

2. The way people vote is the main factor in determining how things are run in this country.

_____Agree _____Disagree

3. Voting is the only way that people like me can have any say about how the government runs things.

_____Agree _____Disagree

5. Sometimes politics and government seem so complicated that a person like me can't really understand what's going on.

_____Agree _____Disagree

TALLY FORM

	Total	High Scores	Low Scores
Political Efficacy			
Males			
Females			
Democrats			
Republicans			
Neither Party			
Caucasians			
Other			

	% High	% Low	% Totals
Male			
Female			
Democrats			
Republican			
Neither Party			
Caucasians			
Other			

Resource Materials

Educational Kits, Simulations, and Games

COALITION

Four candidates of different political ideologies compete to form a winning coalition of interest groups. Players: 16 or more. Time: 6-10 hours. Social Studies School Service, P.O. Box 802, Culver City, Calif. 90230.

CAMPAIGN

Designed to get state legislatures elected or defeated according to their stands on issues. Students play multiple roles as convention chairperson, delegates, reporters, campaign chairperson, or election analysts. Players: 16-32. Instructional Simulations, 2147 University Ave., St. Paul, Minn. 55414.

ELECTION U.S.A.

Based upon the electoral college system. Players advance or gain electoral votes by their ability to correctly answer questions on the U.S. Constitution. Social Studies School Service, P.O. Box 802, Culver City, Calif. 90230.

MR. PRESIDENT

Students play in teams, taking on the roles of presidential and vice-presidential candidates. Media, voting strength, financial resources, debate ability, and national support are covered. 3-M Company, St. Paul, Minn.

VOTES

Students organize four political party campaign committees, choose their candidates, simulate a three-month race for either president, congress, governor, or local office. TV and radio commercials, newspaper ads, speeches, rallies, public poll taking, and research are simulated. Interact, Box 262, Lakeside, Calif. 92040.

DELEGATE

Up to 35 students play the role of delegates at a national political convention. Students nominate presidential and vice-presidential candidates and write the party platform. Candidates and assistants bargain and compromise with delegates to win votes. A minimum of 11 class sessions are required. Interact, Box 261, Lakeside, Calif. 92040.

CONGRESS

Students become members of the U.S. Congress and learn how the background and interests of constituents — party affiliation, etc. — influence the lawmaking process. Covers legislation on defense, urban development, agriculture, and the environment. Harwell Associates, P.O. Box 95, Convent Station, N.J. 07961.

COMMITTEE

Students play the role of members of congressional committees, act as lobbyists for special interest groups, and perform as the president and presidential advisers. Interact, Box 262, Lakeside, Calif. 92040.

CONSTITUTION
A simulation of a convention called to revise the United States Constitution, similar to the process in 1787, but covering various amendments on current issues. Interact, Box 262, Lakeside, Calif. 92040.

COUNCIL
Examines positions in local government of mayor, council members, city planners and others; brief campaign, election and council process. Interact, Box 262, Lakeside, Calif. 92040.

HAT IN THE RING: PRESIDENTIAL NOMINATING GAME
Students share the experience of trying to win the presidential nomination. Convention, caucuses, demonstrations, and delegate votes. Social Studies School Service, P.O. Box 802, Culver City, Calif. 90230.

CITY HALL
Students attempt to win a city mayoral election campaign by making a series of decisions. Students play roles of voters, candidates, party leaders, newspaper reporters, and radio commentators. Players: 14-48. Ginn and Company, 191 Spring Rd, Lexington, Mass. 02173.

Films, Filmstrips

Voting in America for 200 Years
Four cassettes and filmstrips, teacher's guide. NASSP.

The Election Process
Two cassettes and filmstrips. Prentice-Hall Media.

The Power of the People
Two cassettes and filmstrips. Prentice-Hall Media.

American Political Parties Today
Two cassettes and filmstrips, teacher's guide. Prentice-Hall Media.

The Process of Politics
Four cassettes and filmstrips, teacher's guide. Prentice-Hall Media.

Your Vote Counts: State & Local Government
Two cassettes and filmstrips, teacher's guide. Guidance Associates.

Ballot Power: Understanding Your Electoral System
Series. Guidance Associates.

Your Right To Vote
Two cassettes and filmstrips, teacher's guide. Guidance Associates.

Power at 18: The Ballot
Two cassettes and filmstrips, teacher's guide. Guidance Associates.

The People's Choices: The Electoral College
One cassette and filmstrip, teacher's guide. Guidance Associates.

Political Conventions: Choosing the Candidates
Two cassettes and filmstrips, teacher's guide. Guidance Associates.

American Citizenship Filmstrips, Revised Edition 1980
Sixteen cassettes and filmstrips, teacher's guide. Scholastic Magazine Media.

Dirty Politics
Four cassettes and filmstrips, teacher's guide. Social Studies School Service.

Vote Power
Rental film. Films Incorporated.

Primary
Film. Time-Life Inc.

Rights and Responsibilities
Videotape. Agency for Instructional Television.

What Can I Do?
Film. Barr Productions.

Books

America Votes.
By Richard Scammon/Alice McGillivray. Congressional Quarterly.

The A-mer'i-can Po-lit'i-cal Dic'tion-a-ry.
By Jack Plano/Milton Greenberg. 1967. Holt, Rinehart and Winston.
Congressional Quarterly's Guide to U.S. Elections.
By Robert A. Diamond. 1975.
Electing Our Presidents.
By Helen Stone Peterson. 1970. Garrard.
The Empty Polling Booth.
By Arthur T. Hadley. 1978. Prentice Hall.
Every Vote Counts — Teenage Guide to Elections.
By James J. O'Donnell. 1976.
Eyewitness: The Negro in American History.
By William Katz. 1971. Pitman.
Hat in the Ring: The Presidential Nominating Game.
By Paul Theis/Don I. Zahn. 1971. Kiplinger.
History of American Presidential Elections.
By Arthur M. Schlesinger. 1971. Chelsea.
On the Campaign Trail.
By Linda Beech. 1971. J. Messner.
The People Machine: The Influence of Television on American Politics.
By Robert MacNeil. 1968. Harper and Row.
Politics in America
By Joseph A. Alvarez. 1971. Creative Education.
Power at 18: The Ballot.
Guidance Associates. 1976.
Press, Politics, and Popular Government
By George Will. 1972. American Enterprise Institute.
Right To Vote.
By Bil Severn. 1978. Washburn.
The Rise of Guardian Democracy: The Supreme Court's Role in Voting Rights.
By Ward Elliott. 1974. Harvard University Press.
The Silent Watchdog: The Press in Local Politics
By David Murphy. 1976. Constable & Co.
The Tin Kazoo: Television, Politics, and the News.
By Edwin Diamond. 1975. MIT Press.
Vote Power.
By William Murphy Jr./Edward Schneier. 1974. Doubleday.
Who Runs Congress?
By Mark Fallows/David Zuick. 1972, Bantum/Grossman.
Why Vote?
By William C. Mitchell. 1971. Markham.
Winning Your Campaign: A Nuts-and-Bolts Guide to Political Victory.
By Hank Parkinson. 1970. Prentice-Hall.
Your Guide to Voting.
By Robert Loeb, 1977. Franklin Watts, Inc.

Glossary of Political Terms

Abstention — non-voting.
Accountability — the obligation of elected officials to serve the interests of and be answerable to their constituents.
Adversary — opponent in an election or debate.
Affirmative Action — intentional policies to hire and/or to increase the participation of minorities. Mandated by the Civil Rights Act of 1965 and by Supreme Court decisions.
Anarchy — absence of any effective government. Frequently accompanied by violence and terrorism.
Apportionment — division into districts based on population for the purpose of electing representatives to the state legislature and to Congress. Reapportionment becomes necessary when there are population changes.
Authoritarian — describes a government in which the rights of individuals are completely subordinate to the power of the state. May be military or civilian, communist or non-communist government.
Backlash — describes a strong reaction to some social change or public policy, generally motivated by fear, prejudice, or anger.
Bipartisan — representative of, or having the support of, both Republicans and Democrats.
Bloc — group of persons, parties, organizations, or nations united for a common purpose. Similar to caucus.
Boycott — a united effort to stop buying products of a particular company, or having relations with a particular nation as a means protest. Objective of a boycott is to effect a change in policy.
Canvass — to seek votes, support, or opinions door-to-door, at a shopping center, etc.
Coalition — union of parties or persons who set aside their differences in pursuit of a common goal or cause.
Coattails — the effect of candidates of the same party gaining votes because of the popularity of one major candidate.
Convention (national) — once every four years each political party meets to select its presidential and vice presidential candidates, write a platform, and select a national committee to take care of party business. Delegates are selected by party members in each state to represent them.
Constitution — document recording the fundamental principles that govern a nation, state, or organization.
Credibility — confidence or belief in the integrity, honesty, and/or effectiveness of a person or institution.
Dark horse — surprise candidate for public office in an election, or an underdog who wins.
Demagogue — a politican skilled in arousing the prejudices and passions of the public by rhetoric, sensational arguments, lies, etc.
Desegregation — process of ending racial separation and discrimination.
Dictatorship — government by a single ruler with complete power.

Disenfranchised — refers to persons who either do not have the right to vote, or feel that their votes are insignificant and their interests not represented by the government.

Elections (national)

Presidents — elected for a maximum of two four-year terms.

House of Representatives — 435 members, apportioned according to population, each elected for an unlimited number of two-year terms.

Senate — 100 members, two per state, elected for an unlimited number of six-year terms. Every two years one-third of the senators (33) are up for election.

Elite — persons who exercise a major influence on political, economic, and social decisions. Narrow, powerful groups who achieve their position through wealth, social status, and/or intellectual superiority.

Geopolitics — interrelation of geographical and political factors.

Gross roots — usually describes a movement or action directed at, or stemming from, the general public, rather than from the political leadership or powerful interest groups.

Incumbent — person who presently is in office; contrasted with the "challenger."

Independent — candidate or voter who is not affiliated with a political party.

Integration — different racial and ethnic groups living, working, and enjoying their rights and responsibilities together.

Jurisdiction — limits within which the government may exercise its powers. Also refers to the limits of the powers of particular agencies, branches, or levels of government.

Lame duck — incumbent who has decided not to run for re-election, who has been defeated, or who is prevented by law from being re-elected, and is serving out his final days in office.

Nonpartisan — favoring neither political party.

Ombudsman — a public official whose job it is to act on complaints or problems from citizens.

Partisan — an idea, issue, or project primarily supported by or favoring one political party.

Patronage — power of certain elected officials to make appointments, and to grant contracts and special favors.

Petition — request to a public official seeking to correct a wrong or to influence public policy. Also, a method of placing a candidate's name on the ballot by getting a specified number of signatures.

Plurality — a candidate who wins by a plurality receives the highest number of votes, but not a majority (50 percent or more).

Political Party — group of people who work and organize together to win elections, to run government, and to represent a common set of briefs, policies, and values.

Poll — series of interviews on a particular subject aimed at measuring public opinion.

Primary Elections — preliminary election within a party to nominate a candidate.

Propaganda — organized efforts to influence the thoughts, emotions, opinions, and actions of people by means of words, pictures, music, symbols, etc.

Purge — remove from voter registration list for not voting during a specified period.

Quota — set number of persons of a particular "category" (e.g., race, religion, ethnic group, sex) who must be included, hired, or admitted.

Recall — in some states, this procedure allows for voters to petition to remove an elected official from office before he has served his full term.

Redress of Grievances — right to petition the government in protest or in support of your interests.

Registration — the enrollment of voters.

Status Quo — existing state of affairs.

Statute — law passed by a legislature.

Subversion — efforts to cause the overthrow, destruction, or destabilization of an existing government.

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